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THIRD

READER

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THE

NEW FRANKLIN

THIRD READER

BY

LOOMIS J. CAMPBELL

SHELDON & COMPANY
NEW YORK AND CHICAGO

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Preface.

In selecting the Lessons for the New Franklin Third Reader, the Editor has accepted no piece without close examination as to its merits; and it is believed that none will fail to interest the pupil and furnish matter for instructive thought.

In order to read well the learner must be pleased with what he is reading, and he must wish to awaken a like feeling in those to whom he reads. Whatever tends to disturb his effort is hurtful to the formation of a good style. Hence it is better to make corrections, of whatever kind, after the reader has completed what he has to tell, and not by the method of frequent interruptions.

The new and hard words should at least be pronounced and spelled by way of preparation. For this purpose the words in columns preceding each lesson have been carefully selected. It is also an excellent plan to illustrate the meaning of the more unusual words by using them in sentences of easy construction.

The few pages of introductory matter will afford means for profitable exercises. The Tables in pages 10 and 11

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give, in a systematic arrangement, the Elementary Sounds. In every stage of the pupil's progress, these will be useful.

The attention of the teacher is called to the hints given in page 15, concerning the pause after the phrase. Questions such as are there given will do much to help pupils understand what they read, and enable them to study the lesson intelligently. It will be noticed that the questions, Who? When? Where? Why? will commonly show what each phrase contributes to the meaning of a sentence.

Appended to the reading lessons is matter for a considerable variety of exercises, a great part of which is adapted for WRITING and LANGUAGE LESSONS.

The questions to be answered, either orally or in writing, relate chiefly to something contained in the pieces, and it is believed will be more useful from having been chosen so as to call for a little thought.

The Editor has again to thank his friend, Prof. B. F. Tweed, for material and highly valued assistance. It is a pleasure also to tender thanks to Miss M. A. Pinney, of New Haven, for efficient aid in various ways.

Acknowledgments are due to Messrs. Roberts Brothers, Messrs. Houghton, Mifflin, & Co., and to "Our Little Ones," for their courtesy in permitting the use of certain selections from their copyright matter.

L. J. C.

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CONTENTS

INTRODUCTORY.

PAGE

VOWEL CHART 10
CONSONANT CHART 11
EXERCISES IN ARTICULATION 12
EMPHASIS 13
INFLECTIONS, OR SLIDES 13
PHRASING 15
PUNCTUATION MARKS 16

READING LESSONS.

LESSON PAGE

I.—THE SQUIRREL AND THE CHIPMUNK 17
II.—THE CAT'S LESSON 20
III.—THE SHIPWRECKED PARROT (Part I.) 23
IV.—THE SHIPWRECKED PARROT (Part II.) . . . 25
V.—THE BROWN THRUSH 27
VI.—IRON 29
VII.—MAKING THE BEST OF IT 31
VIII.—SEWING ACHES 35
IX.—FROGS AND TOADS (Part I.) 37
X.—FROGS AND TOADS (Part II.) 39
XI.—RAINING GOLD 42
XII.—HOW TO CATCH A PONY 44
XIII.—WHY? 47
XIV.—JENNIE'S VISIT AT THE FARM 49
XV.—WHO STOLE THE BIRD'S NEST? 54

Digitized by Google

LESSON		PAGE
XVI.	The Snow House	58
XVII.	The Five Brothers	62
XVIII.	Trust Him who Makes no Boasts	64
XIX.	Little Wheel and Big Wheel	68
XX.	Handsome Is that Handsome Does	69
XXI.	Shallow, Selfish, and Wise (Part I.)	72
XXII.	Shallow, Selfish, and Wise (Part II.)	75
XXIII.	The Sun and the Wind	79
XXIV.	Our Mother	82
XXV.	The Wind	85
XXVI.	Ants and their Homes	87
XXVII.	Trying to Please Everybody	90
XXVIII.	The Cat Family	93
XXIX.	What the Sparrow Chirps	98
XXX.	The Apple Blossoms' Party	99
XXXI.	The Hare and the Tortoise	103
XXXII.	Our Helpers	106
XXXIII.	Strawberries	109
XXXIV.	Indians Moving	114
XXXV.	Rudeness and Politeness	117
XXXVI.	North, East, South, West	120
XXXVII.	The Camel	123
XXXVIII.	Waiting to Grow	127
XXXIX.	How Not to be Teased	128
XL.	The Partridge and Her Little Ones	132
XLI.	Buds	135
XLII.	The Dissatisfied Fir Tree	138
XLIII.	Famous Dogs	143
XLIV.	Sunbeams	147
XLV.	Requests and Demands (Part I.)	148
XLVI.	Requests and Demands (Part II.)	151

Digitized by Google

LESSON		PAGE
XLVII.	—Edward's Letter (Script.)	155
XLVIII.	—The India-Rubber Tree	157
XLIX.	—Bears	160
L.	—Never Give In	164
LI.	—Katy's Christmas	166
LII.	—Water	170
LIII.	—The Wonderful Boat and Boat-Builder	173
LIV.	—Piccola.	178
LV.	—The Leaf	181
LVI.	—The Frozen North	183
LVII.	—The Chestnut Bur (Part I.)	188
LVIII.	—The Chestnut Bur (Part II.)	192
LIX.	—The Oak Tree	197
LX.	—Some Good Giants.	199
LXI.	—Only a Little Thing	204
LXII.	—The Silkworms.	206
LXIII.	—The Cat and the Blackbird	209
LXIV.	—Unkindness.	214
LXV.	—Hot Coals (Part I.)	215
LXVI.	—Hot Coals (Part II.)	219
LXVII.	—The Cocoanut Tree.	223
LXVIII.	—Winter	229
LXIX.	—Kindness.	231
LXX.	—Frank and Harry	234
LXXI.	—Just Hatched	237
Marked Letters (Key).		240

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VOWEL CHART.

LONG VOWELS.			SHORT VOWELS.		
1. ē	as in	eat.	8. ĭ	as in	ill.
2. ā	"	ape.	9. ĕ	"	end.
			10. ă	"	and.
3. ä	"	arm.			
4. ạ	"	all.	11. ŏ	"	on.
5. ō	"	old.			
6. o͞o	"	ooze.	12. o͝o	"	good.
7. û*	"	fur.	13. ŭ	"	up.

COMPOUND VOWELS.

14. ī as in ice, like ä͡ē.
15. oi " oil, " ạ͡ĭ.
16. ou " out, " ä͡o͞o.
17. ū " use, " y͡o͞o, or ĭ͡o͞o.

å as in ask, class, past, dance.

This may be regarded as a sound between short ***a*** (***a*** in ***an***) and Italian ***a*** (***a*** in ***arm***). It is not so open and prolonged as ***a*** in ***arm***. A prolonged slender form of short ***a*** should be carefully avoided in pronouncing words containing this sound.

---

* The sound is a little longer and closer than its corresponding short sound, ***u***, as in ***up***.

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â (= ê) as in fare, air, there.

This sound occurs only before *r*. Common usage makes it that of short *a* with a slight prolongation caused by the organs taking position to sound the following *r*. Some orthoepists regard short *e* slightly lengthened as the proper sound, but the vowel is rarely thus sounded in the United States.

CONSONANT CHART.

VOCAL AND LIQUID.

r as in roar.
l " lull.

VOCAL AND NASAL.

m as in maim.
n " noon.
ng " hang.

ASPIRATES AND VOCALS.

s as in sun.
z " zeal.
sh " shall.
z (= zh), azure.
f as in fife.
v " valve.
th " thin.
th " this.

p as in pipe.
b " babe.
t " tent.
d " did.
k " kick.
g " gag.
ch " church.
j " judge.

VOWEL-CONSONANTS.

y as in yard.
w " war.

PURE ASPIRATE.

h as in hut.

wh = hw.

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EXERCISES IN ARTICULATION.

1. blame, bloom, claim, cling, fling, flow, flew, glance, glow, gloom, plum, plod, plunge.

2. brand, breeze, broad, draw, drum, drown, grand, ground, crow, crust, trunk, trifle, trout.

3. frill, froze, frown, prim, prune, proud, twig, twice, twirl, thrive, thrust, throw.

4. sleep, sloop, smith, smooth, snow, snout, scold, snap, scratch, scream, scrub, scrag, scrape.

5. strand, strong, strange, shred, shrub, shrink, shrill, quick, quite, quill, thwack, thwart.

6. wen, when, witch, which, wile, while, wear, where, world, whirled.

7. beds, clouds, bands, bonds, pulp, whelp, worlds, curbs, mugs, tongs, prongs, throngs, lungs.

8. first, thirst, facts, fists, feasts, beasts, grasps, wasps, hence, cents, plants, wants.

9. months, length, strength, warmth, depth, depths, breadth, breadths, yields, gulfs.

10. trifles, baffles, candles, uncles, rambles, helm, helms, charm, charms, chasm, chasms.

11. armed, moved, breathed, robbed, begged, longed, trembled, mingled, struggled, sparkled.

12. (*ed* final, like *t*), leaped, milked, frothed, marched, thanked, asked, pinched, nursed, searched, touched.

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EMPHASIS.

[The words in *Italics* are emphatic; those in small CAPITALS, still more emphatic.]

EMPHASIS is the greater force with which we pronounce important words.

1. Charles wished to get some *lilies;* but he could not *reach* them. The water was too *deep* where they were.

2. Puss was badly *frightened,* though not much *hurt.*

3. I can *do* it; and I'll SHOW you I can.

4. If we could not *read,* we could not *know* much, we could not *understand* much, we could not THINK much.

Change of emphasis often changes the meaning.

1. The maple trees are not green in *autumn.* They are green in *spring.*

2. The *maple* trees are not green in autumn; but the *spruce* and *fir* trees are.

3. The maple trees are not *green* in autumn. They are *brown* and *yellow* and *scarlet.*

4. The maple trees are *not* green in autumn, though Nellie *thinks* they are.

INFLECTIONS, OR SLIDES.

IN reading and talking we hear a *rising* or *upward slide* of the voice, and a *falling* or *downward slide.* The *rising slide* is marked thus (/), the *falling slide,* thus (\).

1. Are you going to the woods to-day? No; I am going to school to-day; I may go to-morrow.

2. What do you study, at school? What do I study? I study reading, writing, and arithmetic.

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3. Can you swim? No; can you?

4. Shall you go to the pond Friday or Saturday? I shall go Saturday.

5. Shall you go to the pond Friday or Saturday? Yes, I shall go on one of those days.

6. I wish you would lend me your thimble, Sarah; for I can *never* find mine when I want it.

And *why* can you not find yours, Mary?

I am *sure* I can not tell.

7. *Thank* you, my honest little boy.

8. One, two, three, four, five, six, seven, eight, nine.

9. One, two, three. Four, five, six. Seven, eight, nine.

10. I can see, hear, feel, taste, and smell.

CIRCUMFLEX, OR DOUBLE SLIDES.

Sometimes the voice *rises* and *falls* on a word, or *falls* and *rises*. The *rising circumflex* is marked thus (∨); the *falling circumflex*, thus (∧).

1. He was a brave∧ boy,—to be afraid of a mouse∨.

2. You will give me a hundred∨ dollars∨! Why, you haven't a hundred cents∧.

3. "I am a gentleman," said Thomas; "and don't choose to slave like a plowboy∧!"

"Just as you please∨," said Mr. Barlow; "Harry and I, who are not above being useful∨, will mind our work∧."

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PHRASING.

Most sentences are made up of parts or phrases, each of which adds something to the meaning. In reading, we should separate these phrases by a slight pause, though there may be no punctuation mark. The pauses vary in length according to the sense. The shorter mark indicates a shorter pause.

1. There are millions of flowers ' that perish | in the fields | and quiet dells | every year.

In this sentence are five phrases, each of which answers a question. Thus: What are there? What happens to them? Where? Where else? When?

2. William said to his brother, "Let us take a walk ' through the woods | this pleasant afternoon | and gather flowers ' by the roadside."

What did William do? What did he ask his brother to do? Where? When? For what? Where?

3. After tea | Johnny and Willie ' sat down, on the front doorsteps, and talked ' about what they had done ' during the day.

4. How pretty ' the snow is! and how pleased ' the boys and girls are | to see it falling ' from the sky!

5. One morning | when Willie was in the parlor | at breakfast time, he inquired ' what all that smoke was | that came out of the tea urn.

6. I have seen a man ' take ' from his pocket | a silver dime, and after it had been mixed up ' with twenty or thirty pieces, belonging to another person, his dog ' at once ' picked out his master's money.

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PUNCTUATION MARKS.

A PERIOD (.) is put at the end of a sentence that tells something, or commands; as, The sun gives light. It is also used after abbreviations.

AN INTERROGATION POINT (?) is put at the end of a sentence that asks a question; as, Is it cold?

AN EXCLAMATION POINT (!) is placed after a sentence or a word that expresses strong feeling; as, What a beautiful day! Away! away! on we dash!

A COMMA (,) SEMICOLON (;), and COLON (:) are used to point off the parts of a sentence.

The *Comma* shows a closer connection between the parts than that shown by the *Semicolon* or *Colon;* as, A tree has a trunk; a large, thick, straight trunk.

A DASH (—) is used to show a sudden stop and change in a sentence; as, I wish—no, I won't say what I wish.

A HYPHEN (-) is used when part of a word is carried over to the next line. Sometimes it is used to connect the parts of a compound word; as, to-day, looking-glass.

AN APOSTROPHE (') is used to show possession; as, John's hat. Also to show the omission of a letter or letters in a word; as, I'll, for I will.

QUOTATION MARKS (" ") are used to inclose the words of the speaker; as, " Come and see my pony," said Charles.

A PARENTHESIS ( ) incloses a word or words for explaining; as, The lady (Miss Woods) bound up his hand.

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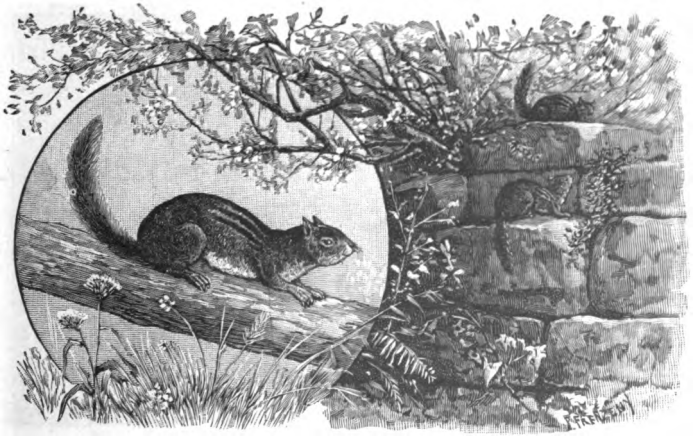
READING LESSONS

LESSON I.

vā′ rĭ oŭs	līve′ lĭ er	trĕaṣ′ ūre
clĕv′ er ly	bou͡gh	g̣naẉṣ
a mūṣ′ ing	c̀hĭp′ mun̲k	kẽrn′ el



The Squirrel and the Chipmunk.

1. Squirrels are found in most parts of the world. They are of various kinds, some red, some gray, and some black.

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2. The chipmunk is very much like other squirrels; but he has stripes on his sides and back, and cheek pouches inside his mouth. A livelier little creature is nowhere to be seen. He spends much of his time running along the fences and stone walls.

3. The common red squirrel is very brisk and lively, too. He has pretty, bright eyes, pointed ears, and a long bushy tail. Have you ever seen one?

4. It is very amusing to watch squirrels in a tree. How nimbly they run along the branches and spring from bough to bough!

5. They enjoy a game of tag as well as schoolboys do. I have seen a couple of them chase each other over the ground, up and down and around the trunks of trees, as if they were having rare sport.

6. But the squirrel is not always at play. In autumn he begins to lay up a store of food for winter. He gathers nuts, corn, and other fruits and seeds. These he hides in some hole or hollow place about the tree where he lives.

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7. He always knows where he has put his store of food. Even when his storehouse is covered with snow, he goes straight to the place, and brings out the hidden treasure.

8. Have you ever seen a squirrel eating a nut? He sits up and holds the nut prettily between his fore paws. Then he gnaws through the shell with his sharp teeth, and eats the kernel. This is done very cleverly, —better than you or I could do it.

9. But he is not always content with nuts and fruit. Sometimes he finds a bird's nest, and steals the eggs. He has even been seen in the act of carrying off one of the young birds!

Copy :—

The chipmunk has pouches in his cheeks. These he stuffs full of nuts and seeds.

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LESSON II.

tīēd	dŏz′ĕn	dŏl′larş	be cŏme′
rāiṣe	bôuġht	mĕd′dle	brĭst′lĕd
lāid	a piēce′	fĕath′erş	frīġht′ĕne

The Cat's Lesson.

1. When I was about nine years old, my father bought a farm. My brother John milked the cows and fed the pigs; I took care of the hens.

2. One day father said that I might have the white hen for my own. This pleased me very much. The white hen was my pet.

3. Then I began to think what I would do with the eggs she laid. I thought I would keep them till she had laid a dozen, and then sell them for twenty-five cents.

4. "Why don't you raise some chickens?" said John. "You can sell them for twenty-five cents apiece, when they are three or four months old."

5. "Twenty-five cents for one chicken!" said I. "Then twelve chickens would bring three dollars!"

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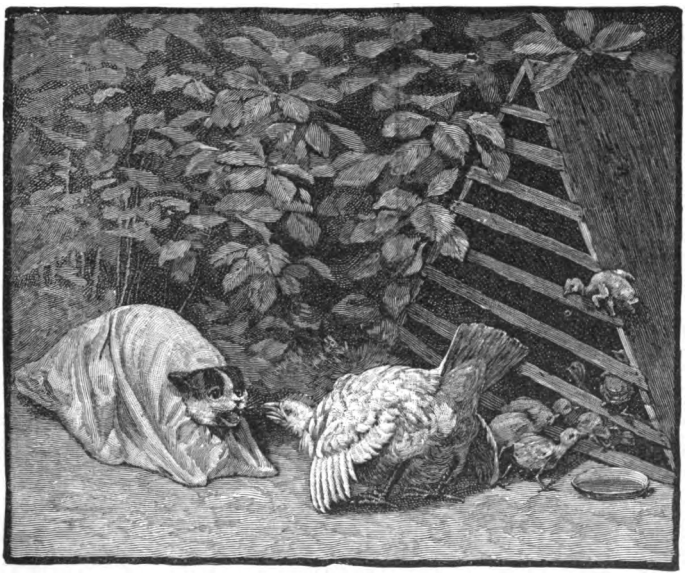
6. "Yes," said John; "but from your twelve eggs you won't get more than ten chickens."

Well, ten chickens would bring two dollars and a half.



7. So I put the eggs into the nest, and in about three weeks, I found ten chickens there, just as John said.

8. But one morning when I went to count them, I found only nine. What had become of the lost chicken!

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9. While I was thinking, Jane came and said the cat had some little feathers on her nose. Then I knew that she had caught the chicken.

10. I felt very bad, and John said he would shoot the cat. But father said, "No; she is a good cat; bring her to me; I'll teach her not to meddle with the chickens."

11. So he got a bag, and put the cat into it, all but her head. He tied the bag round her neck, so that she could not get away, nor use her claws.

12. Jane was afraid he was going to drown her, and began to cry. "Don't be afraid," said father; "we are only going to teach puss a lesson."

13. He then took the bag, with the cat in it, and put it down close to the old hen and chickens. The hen bristled up and struck the cat three or four times with her wings.

14. Puss was badly frightened, though not much hurt; and when we thought she had learned her lesson, we took her up and let her go. She never caught any more chickens.

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LESSON III.

shrĭll	pẽrch	păr′rot	ca nā′rĭeṣ
grāy	hoo̊ok̨ed	e noŭgh′	măt′terṣ
bēak	ẉrĕck̨ed	rĕl′ish	wo̧und

Pronounce ***enough,*** e nŭf′; ***shipwrecked,*** shĭp′rĕkt.

The Shipwrecked Parrot.

PART I.

1. Willie Parks went to visit a lady who was very fond of birds. As he was looking at two canaries in a cage, he heard a shrill voice say, "How do you

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do?" He turned round to see who spoke to him in that odd way.

2. It was a big gray bird on a perch. It stood on one leg, and held in the claw of the other a bit of apple, which it was eating with much relish.

3. Wishing to make friends with the bird, Willie put out his hand to stroke it; but he got a sharp bite from its strong hooked beak.

4. The pain of the wound was bad enough; but to make matters worse, the spiteful bird began to laugh as if it were glad at what it had done.

"Ha, ha, ha!" shouted the bird. "How do you do? Ha, ha, ha!"

5. Willie had never before heard a bird talk and laugh as if it knew what it said and did. But he had been told that parrots could talk, so he thought this bird must be a parrot.

6. Miss Wood (that was the lady's name) bound up his finger, and then took the bird off its perch, and put it into a cage. The parrot hopped into its swing, and began to seesaw, laughing and talking all the time.

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7. It made Willie laugh too, to see the parrot act and talk in such a funny way.

Tell what Willie saw on the perch;—what he wished and what he did;—what the bird did.

LESSON IV.

whêre	sāil′or	bōard
ō′cean (ō′shun)	nīne′ty	stârȩd
brôuġht	ŏfṯ′ȩn (ŏf′n)	rā′vȩn
ēa′gle	ĕmp′ty	hŭn′dred

The Shipwrecked Parrot.

PART II.

1. "What a droll bird your parrot is!" said Willie. "Where did it come from?"

2. "It came from the Cape of Good Hope," said Miss Wood. "The ship Poll sailed in was lost; but the bird, half dead, was found in an empty boat, adrift on the wide ocean.

3. "As soon as the parrot was taken on board the ship, it began to laugh and talk. 'Ha, ha, ha! How do you do?' sounded so droll from the poor starving bird, that the sailors burst into

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a loud laugh; and all the way home, Poll made great sport for them."

4. "Poor Poll," said Willie. "I like you, though you did bite me. How old is Poll?"

5. "I have been told it is more than forty years since Poll was picked up in the boat. How old the bird was then, I do not know."

6. Willie stared when he heard this. "What an old bird it is! Do you think it can be a hundred years. old?"

7. "It may be; but I think it more likely to have been young when first brought here; so that it may be now forty-five, or perhaps fifty. I have heard of a parrot that lived to be ninety."

8. "Mother has often told me stories about birds," said Willie. "She says the crow and the eagle sometimes live to be a hundred years old."

9. "Yes, Willie; I have heard of a golden eagle that lived a hundred and four years."

Where did this parrot come from?
Tell about the sailors finding Poll.
What birds are said to live to a great age?

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LESSON V.

mĕr′ ry	sĭt′ ting	toŭch	un lĕss′
rŭn′ ning	jū′ nĭ per	lo͝se	sŏr′ rōw

The Brown Thrush.

1.

There's a merry brown thrush sitting
up in a tree;
He's singing to me! he's singing to me!
And what does he say, little girl, little
boy?
"O, the world's running over with joy!

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Don't you hear? don't you see?
Hush! look! In my tree
I'm as happy as happy can be!"

2.

And the brown thrush keeps singing,
"A nest do you see,
And five eggs hid by me in the juniper tree?
Don't meddle! don't touch! little girl, little boy,
Or the world will lose some of its joy!
Now I'm glad! now I'm free!
And I always shall be,
If you never bring sorrow to me."

3.

So the merry brown thrush sings away in the tree,
To you and to me, to you and to me;
And he sings all the day, little girl, little boy,
"O, the world's running over with joy!
But long it won't be,
Don't you know? don't you see?
Unless *we* are as good as can be."

Write out in full these contractions:—

There's, he's, world's, I'm, don't.

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LESSON VI.

steel	sṯēl′ ṣorṣ	fīērce
ḳnīveṣ	ī′ron (ī′ŭrn)	blăck′ smĭth
shēarṣ	căr′ rĭag̈ eṣ	hăm′ merṣ
sew (sō)	rāil′ wāy	wăg′ ȯnṣ
nee′ dleṣ	mĕt′ alṣ	hôrse′ shọeṣ

Iron.

1. What should we do without iron? I can not tell; it is so useful.

2. The spade, the pick, and the hoe, with which we dig up the earth, are made of iron. The plow, with which we turn up the ground, is iron.

3. The ax and the saw, with which we cut wood, are of steel, which is made out of iron.

4. All kinds of knives are made of steel; so are the shears and scissors we use to cut cloth, and the needles we sew with.

5. Wagons and carriages, ships and railway trains,—none of these could be made without iron or steel.

6. We need iron for so many things that it is the most useful of all metals.

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We could do without gold much better than without iron.

7. Where do we get iron? It is dug out of the earth. It is then called iron ore. It is much like stone.

8. The ore is burnt in a fierce fire, which causes the iron to melt and flow out in a red-hot stream. It is run off into molds, and cools into bars.

9. When anything is to be made out of this iron, the bar is heated till it becomes soft. Then it can be formed into any shape wanted.

10. Sometimes it is beaten with hammers when hot. As it cools it hardens into the shape given to it.

11. Did you ever see the blacksmith heat a rod of iron until it was red, and then hammer it on the anvil? This is the way he makes nails and horseshoes, and many other things.

What is the most useful metal?
Tell some of the things made of iron.
Where do men get iron ore?
What do they do with the ore?
How does the blacksmith make horseshoes, nails, and other things?

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LESSON VII.

pĭc′nic	pā′tient ly	fŏre′hĕad	scär
nēi′ther	plås′ter	pĕp′per y	sŏr′ry
drowned	mĕd′ĭ cine	sehŏl′ar	bāit
stŭd′ĭed	es pĕ′cial ly	whĭt′tle	piēr

Pronounce ***forehead,*** fŏr′ĕd; ***patiently,*** pā′shent-lĭ; ***especially,*** es pĕsh′al lĭ.

Making the Best of It.

1. Johnny Lee was so good-natured, and so ready to help every one, that all the boys in school liked him. He was a good scholar, too. No one studied harder or behaved better in Miss Clark's room.

2. Of all his schoolmates, Fred Parker was his best friend. He sat next to Johnny and was next to him in rank in the class.

3. Both boys were fond of play as well as study, and they especially liked to go a-fishing together. They often went to the river, to sit patiently on the pier of the bridge, with rod in hand, waiting for a bite.

4. One Saturday afternoon the boys were there fishing, and had sat still,

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side by side, for a long time. The fishes must have been away on a picnic, for neither boy had a bite.

5. At last Fred felt something at his hook. He shouted, and gave such a pull that his line snapped short off, and he fell back against Johnny and knocked him into the deep water.

6. Poor Johnny! When he was taken out by two men who heard Fred call for help, he was almost drowned, and had a cut on his head and one foot hurt.

7. He was carried home, and good old Dr. Butler came and put a big plaster on his head, bound up his lame foot, and gave him some hot, bitter medicine that he might not have a fever.

8. After a little, Johnny was much better; and when the doctor came again, he was able to tell how it all happened.

9. "Then you don't think Fred was to blame," said the doctor.

"No, sir," replied Johnny; "he didn't mean to do it. I'm sorry Fred lost his fish."

10. "But you lost your new rod," said the doctor.

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"Yes," said Johnny; "but my old one is pretty good yet. It's stronger than my new one."

11. "You got quite a cut on the back of your head," said the doctor.

"Yes; but mother says that is much better than if I had cut my forehead or my cheek, and made a scar that would always show."

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12. "Your mother is right; but you will have to take my medicine."

"I know it, doctor, and I don't like the peppery stuff, but mother gives me some candy when I take it. I shouldn't get any if I had not been hurt."

13. "That is true," said the doctor; "but you can't go to school all this week, and Fred will get above you in your class."

"Yes," said Johnny; "but I had rather it should be Fred than any other boy."

14. "What are you going to do all day? You will have to stay indoors."

"O, I am going to whittle out a boat for Cousin Willie. I shall have plenty of time now I can't go to school."

15. "That's right," said the doctor; "I see you are making the best of it. But next time you and Fred go fishing, don't let him put you into the water for bait."

Make a question of each statement :—

1. You don't think Fred was to blame.
2. He didn't mean to do it.

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LESSON VIII.

pĭl′lōw	sēam	be lēve′	sur prīse′
stĭtch′es	thŭmb	com plāint′	hĕad′āche
voice	pāin	pēr′sŏn	fĭn′ished

Sewing Aches.

1. Jessie Brown, after sewing a few minutes upon a pillow-case for her doll's bed, pointed her finger along the seam and said, "Am I to do all this, mother?"

2. Her mother said, "That is not much for a little girl, who has such a pretty work-basket of her own."

3. After taking a few more stitches Jessie said, "My thumb is sore." A little while afterwards she said, "Oh, my hand is so tired!"

4. A few more stitches, and this time the complaint was, "Oh! I have a pain in my side."

5. Very soon, there was something wrong with her foot; and then her head began to ache.

6. As soon as the sewing was finished, she asked, "Now may I go out to play?"

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7. Her voice was so cheerful that one would hardly believe it came from the same person that had just been troubled with so many ills.

8. "Shall I not first send for the doctor?" asked her mother.

9. "What! have the doctor to come to see me!" said Jessie, with no little surprise.

10. "Yes," said her mother; "a little girl, who has a sore thumb, trouble with her foot, a pain in her side, and the headache, must be sick, and the sooner we have a doctor, the better."

11. "Why, mother! they were only *sewing aches.* I am well enough now. I am not tired or sick."

12. Do you know of any little girl who has such aches, when some work is given her to do?

Copy, and put in the right words instead of the dashes:—

Jessie said, "My thumb —— ——, and my hand is ——. ——".

After taking a few more ——, she said, "Oh! I have a —— in my side."

Copy from the lesson a sentence that has two exclamation points.

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LESSON IX.

ŭn′cle	va cā′tion	tŏngʊe	mĭn′ute
ĕdge	swal′lōwed	hŏpped	watched
cĭt′y	in vīt′ed	sŭp′per	coŭn′try

Pronounce ***hopped,*** hŏpt; ***minute,*** mĭn′it.

Frogs and Toads.

PART I.

1. Johnny Carr had always lived in the city. But one summer his uncle invited him to spend the vacation at the farm in the country, and play with his cousin Willie.

2. The first day Johnny was there, Willie took him all over the place, and showed him the pigs, the chickens, the sheep, the horses, and the cows.

3. After tea they sat down on the front doorsteps, and talked about what they had done during the day. While they were talking, a big toad hopped up on the edge of the wide stone step.

"Just watch that toad," said Willie.

4. "O, I've seen toads before. There is nothing funny about a toad," said Johnny.

"Well, you just look at him."

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5. Both the boys looked, and in a minute, as a little insect flew by, the toad darted out his tongue, and caught it.

When he had swallowed it, he sat still, waiting for more.

6. "Why, I never saw a toad catch flies before," said Johnny, in a whisper, so as not to frighten him off.

7. Two or three more insects were caught in the same way, and then the toad hopped into the grass, thinking he had supper enough.

8. The next day the boys went down to play by the brook.

"Why, there is a toad on that flat stone out in the water!" said Johnny.

9. Willie laughed and said, "That isn't a toad; that's a frog."

10. "A frog!" said Johnny; "it looks like the toad we watched last night."

11. "I'll tell you what we'll do," said

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Willie. "I will catch the frog while you run up in the grass there and find a toad. Then we will see if they are alike."

Where did Willie take Johnny?
What did he show him?
Where did they sit? When?
What did they do?

LESSON X.

ūse′fụl	tăd′pōleş	mọv′ing
cū′rĭ oŭs	bur′y (bĕr′ĭ)	pŏl′lĭ wog
wĕbbẹd	re mĕm′ber	dis ap pēarş′

Frogs and Toads.

PART II.

1. Willie caught the frog, ran up to the house, and put him into a deep basket. Pretty soon Johnny came with a toad in his hat, and put him into the basket, too.

2. "The frog is not so short and thick as the toad," said Johnny.

"No; but his mouth is larger than the toad's."

3. "Yes; I see. The toad is brown,

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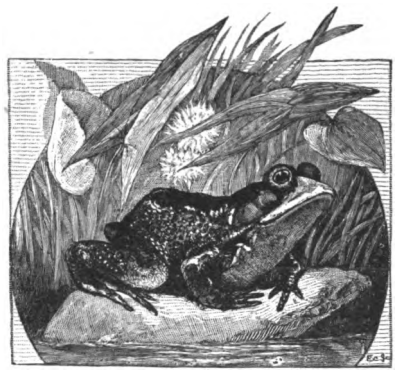
with warts on him; and the frog is green and yellow, with black spots. They have each four legs; and their hind feet are webbed something like a duck's."



4. "I think, though," said Willie, "the frog's hind legs are longer than the toad's; and that must be the reason why he can jump farther, and swim so fast."

5. "I wonder if they have any teeth," said Johnny.

Just then Willie's father came out, and they asked him about the teeth.

6. "Yes, the frog has teeth on the upper jaw, but the toad has none at all."

7. "Can a frog catch flies and bugs as the toad does?"

8. "Yes, just the same. Now I'll tell you something curious about them. They both lay their eggs in the water or in some damp place.

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9. "But real frogs and toads are not hatched from the eggs. The young do not have any legs at first, but they have a long tail and live in the water like fishes. They are then called tadpoles, or polliwogs.

10. "After a time the legs begin to grow, and the tail gets shorter and shorter, till at last it disappears. Then they become real frogs and toads, and can hop about on land."

11. "Why, I never knew all that before," said both boys, at once.

12. "I think the frog looks better than the toad," said Johnny.

"Yes, he is better looking, but toads are more useful, for they eat up the bugs and worms that do so much harm in our gardens.

13. "Come, let the little fellows go now. I think Johnny will know a frog from a toad after this; and remember, boys, that they don't like to be kept in a basket any better than you would."

What can you tell about the young of frogs and toads?

How are toads useful?

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LESSON XI.

in stĕad′	be sīdeş′	frụ̈it	plĕn′ tĭ fụl
rē′ al ly	Cre ā′ tor	văl′ ūe	pro dū′ ceş
căr′ rĭaġe	pĕr′ ish	fĕtch	cŏm′ mon
här′ ness	pĕb′ bleş	thĭrst	ôr′ derẹd

Pronounce *Creator,* kre ā′ tẽr.

Raining Gold.

1. Harry was looking out of the window watching the rain as it came down in a good summer shower.

2. "O, Aunt Susan," he said, his bright eyes sparkling, "how I wish it would rain gold dollars instead of raindrops! Shouldn't we be rich?"

3. "You do not really mean that you wish it would rain gold instead of water drops all summer?"

4. "Why, yes, aunt, I am sure I do. We could have everything in the world we wished for. I would buy a little carriage and harness for Carlo; and Annie should have the paint-box she wants so much; and I would buy a great many things for mother and you, Aunt Susan."

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5. "But what would you get to eat? Nothing can grow without water."

6. "O, we would buy our food; we should have money enough."

7. "Yes; but if it rained gold all over the world no one would have any food to sell. The fields would be parched. There would be no grass or grain, and no fruit, for there would be no trees on which the fruit could grow. The streams and springs and wells would all be dried up, and men and beasts and birds would perish of thirst as well as hunger."

8. "O, aunt, I did not think of all that! I see now; it would be better to have it rain gold dollars only part of the time."

9. "Then gold would be so plentiful we should not value it very highly. If it were as common as pebbles, it would not be worth much; it would not buy anything. Besides, every good summer shower is really worth many hundreds, and perhaps thousands, of gold dollars. It produces what will, if sold, fetch so much money.

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10. "We shall always find, Harry, the more we think about it, that our Creator has ordered everything a great deal better for us than we could order it for ourselves."

Tell how a summer shower may be worth thousands of dollars.

Copy the last paragraph.

LESSON XII.

pō′ny	neig͟h′bor	brĭ′dle	hănd′fu̱l
once	sŭd′den ly	dĭs′tance	dĭg′ging
rēach	prăn′cing	pȧs′tūre	ĕmp′ty
ha̱l′ter	găl′lo̱p͟ed	mĕa′sūre	chēat′ing

Pronounce ***neighbor,*** nā′bẽr; ***measure,*** mĕzh′u̱r.

How to Catch a Pony.

1. Willie was out riding one afternoon, and left his pony, tied to a tree, while he went into a neighbor's house. When he came out he found pony had got loose and gone prancing away.

2. After hunting for some time, Willie saw him, at a distance, quietly feeding on the grass. He ran up to him, but

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just as he put out his hand to catch hold of the bridle, Coco turned round suddenly, kicked up his heels, and galloped away.

3. Willie thought himself lucky not to have been within reach of his heels when he kicked up.

4. But how was he to catch Coco? At last he remembered that, when the pony was in the pasture, his father put a little corn in a peck measure and held

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it out to the pony till he could put a halter over his neck. Now, it is true that Willie had neither measure, corn, nor halter.

5. "But then," said he, "Coco will eat grass as well as corn; my hat will serve for a measure; and as for a halter I shall not want one, for pony has his bridle on, and I can catch hold of that." So he gathered a few handfuls of grass and put them into his hat.

6. A man, who was digging in the field, asked him what he was going to do with the grass. Willie told him it was to catch his pony.

7. "O, then," said the man, "you need not take so much trouble. If you hold out your hat empty, it will do just as well; for the pony can not see that the hat is empty till he comes close up to it. Then you can catch hold of the bridle while he is looking into the hat."

8. "But that would be cheating him," cried Willie; "and I will not cheat anybody; no, not even a pony."

"Well said! my good boy," replied the man.

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9. "Besides," added Willie, "if I cheat him once he will not believe me another time."

10. He then went up to Coco and held out his hat. The pony came quietly up to him and began to eat the grass. While he was eating, Willie patted him and took hold of the bridle. Soon he was cantering home on Coco's back.

How did Willie's father catch the pony?
How did Willie catch him?
How did the man say Willie could catch him?
Why didn't Willie catch him as the man said he could?

LESSON XIII.

gĭllş	lĕad	dōu̱g̱ẖ	rēa′şo̱n
mär′bleş	kĕt′tle	bĕl′lo̱w̱s	yēast
ĕbbş	spĭ′derş	cōre	măr′rōw

Pronounce ***bellows,*** bĕl′lŭs; ***dough,*** dō.

Why?

1.

I know a curious little boy
Who is always asking Why—
Why this, Why that, Why then, Why now,
Why not, Why by-and-by.

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2.

He wants to know why wood should swim,
When lead and marbles sink;
Why stars should shine, and winds should blow,
And why we eat and drink.

3.

He wants to know what makes the clouds,
And why they cross the sky;
Why sinks the sun behind the hills,
And why the flowers die.

4.

He wants to know why wind should come
From out the bellows' nose,
Why popguns should go pop, and why
The ocean ebbs and flows.

5.

He wants to know why fish have gills,
And why we can not fly,
Why steam comes from the kettle spout,
And rain falls from the sky.

6.

He wants to know why coal should burn,
But not a bit of stone,
How seeds get in the apple core,
And marrow in the bone.

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7.

He wants to know why ice should melt,
Why spiders eat the flies,
Why bees should sting, and why the yeast
Should make the dough to rise.

8.

Some of his Whys are not too hard
To answer, if you'll try;
But others, no one ever yet
Has found the reason why.

Can you tell why wood floats and marble sinks?

What makes the clouds?

LESSON XIV.

vĭṣ′it	cŭn′ning	gŏṣ′lingṣ
ẇhọṣe	scrătch′ing	swĭm′merṣ
pōul′try	scŭd′ding	tō′ẇardṣ
piēç′eṣ	fŭn′nĭest	ḡeese

Jennie's Visit at the Farm.

1. Jennie Downs went to visit her cousins Arthur and Nellie Lee, whose father was a farmer.

2. "Cousin Jennie, should you like to

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see the little chickens and ducklings?" said Arthur.

"O yes," replied Jennie; "I never saw little ducks."

3. So Arthur and Jennie and Nellie went out to the poultry yard. There they saw a hen with a brood of young chickens.

4. "O, how funny they are!" cried Jennie. "See how fast they make their little feet fly, scratching in the ground!"

5. "Yes," said Arthur; "their mother is showing them how to get their living. You see they try to do just as she does."

6. "What do they find to eat in the ground?"

"Why, seeds, and little worms, and grubs. I wish you could see two chicks get hold of the same worm. You would laugh to see them pull and tug."

7. "If they could talk," said Nellie, "they would say, 'Let go; it's my worm.' 'No, it's mine; let go, yourself.'"

"Yes, I've seen boys act just like them," said Arthur.

8. "They are glad enough to find some-

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thing to eat," said Jennie. "How quick they pick up their food!"

9. "Come, Jennie, now for the ducklings," said Arthur. "I have some pieces of bread for them."

10. Then they went down to the pond. "There they are, having a swim," cried Arthur. "The little ducks are as good swimmers as the old ones."

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11. "But why do they put their heads under water?" asked Jennie.

"O, they are diving after tadpoles and insects. That is the way they get most of their living."

12. "How funny the little ducklings look when they dive! They seem to be standing on their heads in the water. O, see that one with his cunning little feet kicking in the air!"

13. "Here they come!" cried Arthur.

Seven geese came marching slowly down the bank, and sailed away on the pond. Some goslings were with them.

14. As soon as the ducks and ducklings saw the geese, they swam swiftly away.

"The geese look like ships," said Jennie.

15. "Yes," said Nellie; "and the ducklings seem like little boats scudding away before them."

16. Then the children went down close to the edge of the pond. When the ducks and geese saw them, they set up a great quacking and hissing, and came, half sailing and half flying, towards them.

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17. Arthur and Nellie sometimes fed the ducks and geese; so now they all came up with their mouths open, to catch what might be thrown to them. Arthur broke up the pieces of bread, and threw handfuls of crumbs on the water.

18. The ducks and geese, and ducklings and goslings, snatched and swallowed the crumbs, and then came for more. Jennie thought it the funniest sight she had ever seen.

Copy, and put the right words in place of the dashes:—

Arthur, Jennie, and Nellie went out to the ——.

There they saw a hen with a —— of young chickens.

They were —— in the ground.

A —— is a little duck.

A —— is a little goose.

Write the answers in complete sentences:—

What were the ducks doing in the pond?

Tell about the geese.

What did Jennie say the geese looked like?

What did Nellie say the ducks looked like?

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LESSON XV.

hâirş	trēat	a gain′ (-gĕn′)	stīr
in trụde′	thiēf	to gĕth′er	crụ′el
stōle	mēan	wȯn′der	wōve

Pronounce *intrude,* in trōōd′.

Who Stole the Bird's Nest?

YELLOW-BREAST.

1. "To-whit, to-whit, to-whee!
Will you listen to me?
Who stole four eggs I laid,
And the nice nest I made?"

COW.

2. "Not I," said the cow; "moo-oo!
Such a thing I'd never do.
I gave you a wisp of hay,
But didn't take your nest away.
Not I," said the cow; "moo-oo!
Such a thing I'd never do."

BOBOLINK.

3. "Bob-o-link! bob-o-link!
Now, what do you think?
Who stole a nest away
From the plum tree to-day?"

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DOG.

4. "Not I," said the dog; "bow-wow!
I wouldn't be so mean anyhow.
I gave hairs the nest to make;
But the nest I did not take.
Not I," said the dog; "bow-wow!
I wouldn't be so mean anyhow!"

DOVE.

5. "Coo-coo, coo-coo, coo-coo!
Let me speak a word or two:
Who stole that pretty nest,
From little yellow-breast?"

SHEEP.

6. "Not I," said the sheep; "O no!
I wouldn't treat a poor bird so.
I gave wool the nest to line;
But the nest was none of mine.
Baa, baa!" said the sheep; "O no!
I wouldn't treat a poor bird so."

CROW.

7. "Caw, caw!" cried the crow,
"I should like to know,
What thief took away
A bird's nest to-day?"

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HEN.

8. "Cluck, cluck!" said the hen;
"Don't ask me again.
Why, I haven't a chick
Would do such a trick!
We each gave her a feather,
And she wove them together.
I'd scorn to intrude
On her and her brood.
Cluck, cluck!" said the hen;
"Don't ask me again."

ALL THE BIRDS.

9. "Chir-a-whir! chir-a-whir!
We'll make a great stir,
And find out his name,
And all cry, 'For shame!'"

10. "I would not rob a bird,"
Said little May Green;
"I think I never heard
Of any thing so mean."

11. "It is very cruel, too,"
Said little Alice Neal;
"I wonder if he knew
How sad the bird would feel!"

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12. A little boy hung down his head,
And went and hid behind the bed;
For he stole that pretty nest,
From poor little yellow-breast;
And he felt so full of shame,
He didn't like to tell his name.

What bird lost a nest?
What other birds asked who stole the nest?
What animals denied stealing it?
What did all the birds threaten to do?
Who did steal the poor little yellow-bird's nest, and how did he feel about it?

Copy:—

To think kindly of each other is well; to speak kindly of each other is better; but to act kindly to each other is best of all.

Whether we think, speak, or act, let us do it kindly.

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LESSON XVI.

flākes	sŭm′mer	a mūṣe̊d′
ap pēar′	rē′ġiŏn	chānġe̊d
cŏv′er̊d	scârce′ly	sug′ar
queer	sa̤u′cer	in quīre̊d′
pē o̊′ple	nēi′ther	blăn̲k′et

Pronounce ***sugar,*** shŏŏg′er.

The Snow House.

1. How pretty the snow is! and how pleased boys and girls are to see it falling from the sky! First a few white flakes appear, then more and more, till the air seems filled with them.

2. How they dance about! They do not drop at once, like the rain. They are so light that the wind blows them this way and that, before they reach the ground. They seem to be taking a merry dance in the air.

3. Down they come at last. Then the ground begins to look white, and soon it is quite covered. All the boys are glad. Some of them shout, "Now we can make snowballs;" and some run to get their sleds.

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4. I am going to tell you about a queer kind of house.

In a region far to the north the air is very cold. It never gets so cold in our country as it is there.

5. There is very little summer; snow and ice are seen all the year. Scarcely any trees or plants grow there, and no nice fruit or pretty flowers. The people of that country have neither wood nor bricks to build houses with; they make houses of snow.

6. They cut blocks or lumps of snow, and build with them. Then they cut a little hole, and put a piece of ice into it. This is the window; the light shines through the ice.

7. They have neither coal nor wood to make fires; but they burn oil in a curious kind of lamp, something like a saucer with many little wicks in it. These are all lighted, and make the house warm.

8. Two young boys, named David and Walter, had read of these snow houses, and thought they would try to make one like them.

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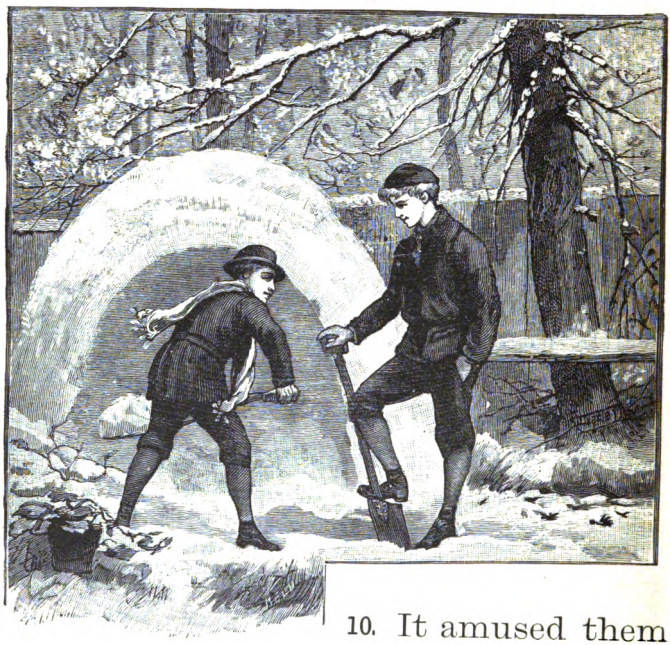
9. They rolled up a large pile of snow, and beat it as hard as they could with their spades. Then they cut a hole in one side, and dug away till they had made the heap of snow quite hollow.



10. It amused them very much; but they soon found their house would not do to live in. Snow is not so hard in this country as it is in the cold countries of the north.

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11. When the boys were tired, they went indoors to rest. They were not cold, for the hard work had kept them warm. As they stood at the window, they talked about the snow.

12. David said, "If we had never seen snow and ice before, we should think it wonderful how the water is changed."

"Yes," said Walter; "it is strange that the cold should make the water so hard and white."

13. "What do you think the snow is most like?" asked David.

"O, I do not know," replied Walter. "As it falls, it looks like feathers."

14. "Yes," said David; "and when it covers the grass and trees, it looks like the sugar on a frosted cake."

15. "Can you tell me how it is like wool?" inquired their father.

16. "O yes," replied Walter; "snow is soft and white, and so is wool. It is not like wool in any other way; for wool is warm and snow is very cold."

17. "I can tell you, father," said David. "The snow keeps the cold air and the frost from the earth; so it is like a

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blanket of wool to the seeds and the roots of plants. The cold does not hurt them as it would if there were no snow to cover them."

Why do not the flakes drop straight down?
What houses do people build far up north?
How do they build these houses?
How do they keep the snow houses warm?
Into what does cold change water?
How is snow like a blanket of wool?

LESSON XVII.

făm′ĭ ly	a crŏss′	hăb′it
ăc′tĭve	hăp′pe̤n̤ed	är′tĭ cle̤s
skĭll′fṳl	fûr′nĭ tūre	ôr′na ment

The Five Brothers.

1. There were five brothers in one family. They were very active and skillful. They could write, and draw, and do many curious things.

2. Now it happened that just across the way, there lived another family of five brothers, who were cousins to the first five. But they were not so active and skillful as the others.

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3. They couldn't write or draw well; and if they had a knife, they made bad work with it. So when they wanted anything made, they would go to their cousins across the way.

4. Soon it was found that the two families could do together a great many things that neither could do alone. The brothers that were not so skillful would help by holding things, while the others did most of the work.

5. In this way they got in the habit of working together, so that now they make most of the furniture we have in our houses, as well as other articles of use and ornament.

Who are these brothers?
Which are the skillful ones?
Which hand do you write with?
Which hand does the most work?

Write a sentence containing the word ***brother.***
Write a sentence containing the word ***cousin.***
Write a sentence containing the name of some article of furniture in the schoolroom.

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LESSON XVIII.

im pŏs′ sĭ ble	săt′ is fȳ	eȳed
ăn′ swered	guärd	lŭll′ a bȳ
grănd′ fä ther	pătch	sōl′ dier
cŏn′ se quence	pȧs′ tūre	de sīgns′

Pronounce ***soldier,*** sōl′jĕr; ***eyed,*** īd.

Trust Him who Makes no Boasts.

1. Two discontented cows came down from the hill pasture to a little patch of green corn, and looked over the fence. The corn belonged to Jerry's grandfather.

2. Though the cows had all the pasture on the hills,—east, west, north and south,—and a little brook of clear water besides, it did not satisfy them; for some, you know, it is impossible to satisfy: the more they have, the more they want.

3. This must have been the case with these cows; else they would not have looked into grandfather's little patch. There they stood, pushing their noses between the rails, and snuffing the corn.

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4. "Now," thought grandfather, "what if they should use their long horns to hook off a rail, and walk in!" So, calling Jerry, he said, "I am going to carry a grist to the mill; you and Wagtail must watch the cows, and not let them break in and destroy the corn."

5. Wagtail, hearing his name called, began to bark and wag his tail. Little Jerry answered with an air of consequence, "I will keep out the cows; they won't break in while I'm here."

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6. So saying, Jerry strutted away, with Wagtail at his heels. "Wagtail," said he, "you're a good dog, but you wouldn't be good for much to look after the cows and the corn without me."

Wagtail didn't say anything.

7. Jerry had just come from school and was tired with his long walk; Wagtail had been in the woods hunting a rabbit, and he, too, was tired. So they both sat down on a flat rock.

8. The south wind sung a lullaby. The cows from beyond the fence eyed the little boy, and the little boy eyed the cows. They shook their heads, and Jerry shook his fist.

9. At length Jerry nodded, and nodded, and nodded, till he fell fast asleep. The cows then began to try the rails with their long horns.

10. Wagtail pricked up his ears. He sat up like a soldier on guard. Did he sleep? Not a moment. No sooner did the cows show their designs upon the corn, than he ran to them and barked; and he barked till grandfather came home and found boastful Jerry fast asleep.

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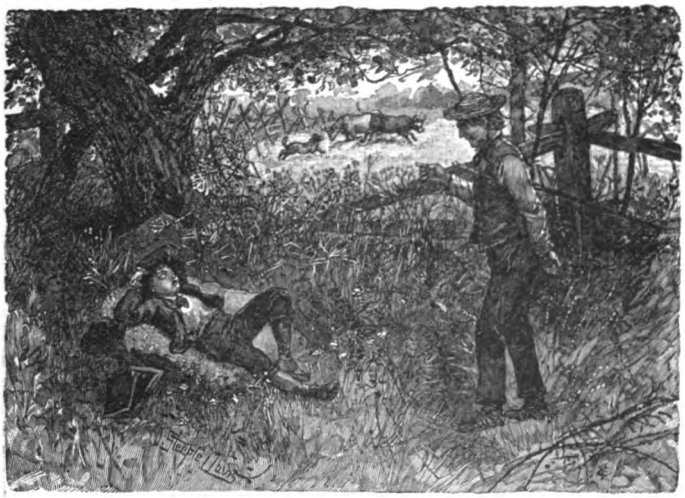

11. "Trust him who makes no boasts," said grandfather, patting the faithful Wagtail on the head.

designs, plans to do something.
satisfy, make contented.
belonged to, was owned by.

What does ***discontented*** mean? What does ***impossible*** mean?

What do ***dis*** and ***im*** mean in these words?

Write the answers in complete sentences :—

What Jerry's grandfather told him to do. What Jerry answered. What grandfather said when he came home.

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LESSON XIX.

sayȩ (sĕz)	cōurse	sīze
wăg′ ȯn	quĭck′ness	frȯnt
dĭf′ fer ence	pûr sūe′	sŭp plīeȩ′

Little Wheel and Big Wheel.

1.

Says the big wagon wheel
To the little wagon wheel,
"What a difference between us I see!
As our course we pursue,
Can a small thing like you
Keep up with a great thing like me?"

2.

Says the little wagon wheel
To the big wagon wheel,
"You are larger, I own, my good friend;
But my quickness supplies
What I want in my size,
So I keep in the front to the end."

pursue our course, go on our way.
supplies, furnishes or gives something lacking.
front, fore part.

If the large wheel is ten feet around, and the little wheel five feet, how much quicker must the little wheel turn than the large wheel?

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LESSON XX.

doubt	pĭ ä′ no	clō<u>th</u>eş	chiēf
whose	pret′ tĭ est	sĭnce	sēr′ vĭce
cōarse	bēau′ ty	sew (sō)	wōe

Pronounce *prettiest,* prĭt′ tĭ est.

Handsome Is that Handsome Does.

Mary. I wish my hands were as pretty as Daisy Marvin's. She has the most beautiful hands you ever saw! They are as white as snow, and such lovely taper fingers!

Mother. Yes, I have no doubt, Daisy Marvin's hands are white and shapely; but I could tell you of some one whose hands look much better to me than Daisy Marvin's.

Mary. Whose, mamma? All the girls in our class say she has the prettiest hands they ever saw. Who can it be?

Mother. You saw the little girl who brought me the roll of fresh butter you said was so sweet and nice?

Mary. What! Lucy Gray? Why, mamma, you don't think Lucy Gray's hands are pretty! Don't you remember,

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I asked you to see how coarse-looking they were?

Mother. Yes, I know you did; but I thought then, I had hardly ever seen hands that looked better to me.

Mary. Why, mamma, they were just as red and hard as they could be. How they would look, if she were trying to play on the piano!

Mother. True, they are not soft and white, and they would not look beautiful on a piano; but they have one beauty that Daisy Marvin's hands have not. Shall I tell you what that is?

Mary. Yes, please, mamma.

Mother. Lucy's hands are always busy; they wash dishes; they make fires; they hang out clothes; they sweep and dust, and darn and sew; they are always trying to help her mother, who has had to work very hard since the death of Lucy's father.

Mary. I never thought of that.

Mother. Besides, they take care of the younger children; they mend their toys and dress their dolls; yes, and they found time to pick and carry flowers to

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cheer her Aunt Jane when she was ill. Indeed, Lucy's hands seem to be full of good deeds.

Mary. O, mamma, I shall never again think Lucy Gray's hands ugly.

Mother. I am glad of that, Mary; and I must tell you what gives them their chief beauty: this service is done cheerfully and gladly.

Beautiful hands are they that do
The work of the noble, good, and true;
Beautiful feet are they that go
Swiftly to lighten another's woe.

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LESSON XXI.

tēaş′ing	mȯn′ kẹy	gạu′dy
busĭ′ness	de cīd′ed	pûr′ chāsẹd
heärt′ĭ ly	be liēve′	mo rŏc′co
ĭm′aġe	breāk′ing	ē′vẹn ingş

Pronounce ***business,*** bĭz′nes.

Shallow, Selfish, and Wise.

PART I.

1. Once there were three boys, going into town to buy some playthings. I do not care to tell their names, so I will call them Shallow, Selfish, and Wise. Each had half a dollar.

2. Shallow carried his half dollar in his hand, tossing it up and catching it, as he went along. Selfish kept teasing his mother to give him some more money: half a dollar, he said, was not enough. Wise walked along quietly, with his cash safe in his pocket.

3. Presently, Shallow missed catching his half dollar, and—chink!—it went on the sidewalk; and it rolled downward, into a crack under a building. Then he began to cry.

4. Selfish stood by, holding his own

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money tight in his hands, and said he did not pity Shallow at all: it was good enough for him; he had no business to be tossing it up.

5. Wise came up, and tried to get the money out with a stick, but he could not. He told Shallow not to cry; said he was sorry he had lost his money, and that he would give him half of his, as soon as they could get it changed at the shop. So they all walked on.

6. Their mother said that each might choose his own plaything; so as soon as they were in the shop, they began to look all around on the counter and shelves.

7. After a while, Shallow began to laugh loud and heartily at something he had found. It was an image of a grinning monkey. It looked very droll indeed. Shallow asked Wise to come and see. Wise laughed at it, too, but said he should not want to buy it, as he thought he should soon get tired of laughing at anything, if it was ever so droll.

8. Shallow was sure that he should never get tired of laughing at so very

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droll a thing as the grinning monkey; and he decided to buy it, if Wise would give him half of his money; and so Wise did.

9. Selfish found a rattle, a large, noisy rattle, and kept springing it, until they were all tired of hearing the noise.

10. "I think I shall buy this," said he. "I can make believe that there is a fire, and can run about springing my rattle and crying, 'Fire! Fire!' or I can play that a thief is breaking into a store, and can spring my rattle at him, and call out, 'Stop thief!'"

"But that will disturb all the people in the house," said Wise.

"What care I for that?" said Selfish.

11. Selfish found that the price of his rattle was not so much as the half dollar; so he laid out the rest of it in cake, and sat down on a box, and began to eat it.

12. Wise passed by all the images and gaudy toys, fit only to be looked at a few times, and chose a soft ball; and finding that that did not take all of his half of the money, he purchased a little

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morocco box containing an inkstand, some paper, and three or four short pens. Shallow told him that was not a plaything: it was only fit for a school; and as to his ball, he did not think much of that.

13. Wise said he thought they could all play with the ball, a great many times; and he thought, too, that he should like his inkstand, on rainy days and winter evenings.

LESSON XXII.

con tĕmp̱t′	băb o͞on′	ăn̲′grў
hōme′ward	pär′lor	plĕaş′ūre
vĕxe̱d	chām′ber	whĭrl′ing

Pronounce ***pleasure,*** plĕzh′ụr.

Shallow, Selfish, and Wise.

PART II.

1. After they had bought their playthings, the boys walked homeward. Shallow stopped, every moment, to laugh at his monkey, and Selfish kept whirling his rattle. They looked with contempt on Wise's ball, which he carried

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quietly in one hand, his box, done up in brown paper, being in the other.

2. When they got home, Shallow ran in to show his monkey. The people smiled a little, but did not take much notice of it; and, in fact, it did not look half so funny as it did in the shop.

3. In a short time, it did not make him laugh at all, and then he was vexed and angry with it. He said he

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meant to go and throw the ugly old baboon away; he was tired of seeing that same old grin on his face all the time. So he went and threw it over the wall.

4. Selfish ate up his cake, on his way home. He would not give his brothers any, for he said they had had their money as well as he.

5. When he got home, he went about the house, through parlor and chamber, kitchen and shed, springing his rattle, and calling out, "Stop thief! Stop thief!" or "Fire! Fire!" Everybody got tired, and asked him to be still; but he did not stop, until at last, his father took his rattle away from him, and put it up on a high shelf.

6. Then Selfish and Shallow went out, and found Wise playing with his ball, in the yard; and he invited them to play with him. They would throw it up against the wall, and try to catch it when it came down; and then they made some bats, and knocked it from one to another, about the yard.

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7. The more they played with the ball, the more they liked it; and, as Wise was always careful not to play near any holes, and to put it away when he had done with it, he kept it a long time; and it gave them pleasure, many times, all summer long.

8. And then his inkstand box was a great treasure. He would take it out, in the long winter evenings, and lend Selfish and Shallow, each, one of his pens; and they would all sit at the large table, and make pictures, and write letters. In fact, Wise kept his inkstand box safe till he grew up to be a man.

What is this story about?

Tell how Shallow showed his want of good sense.

Tell how Selfish showed that he cared only for himself.

Tell how Wise showed good sense.

Tell what became of Shallow's plaything.

Tell something about Selfish and his plaything, and what became of it.

Tell something about Wise's playthings.

What kind of plaything would you choose?

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LESSON XXIII.

clōak	strĕngth	păs′sion	ef fĕct′
dis pūte′	quạr′rel	sŭd′den	cälmẹd
bōast′er	cŏn′test	tīghṭ′er	bŭt′tọn

Pronounce ***passion,*** păsh′un.

The Sun and the Wind.

1. One day in winter the Sun and the Wind had a dispute as to which was the stronger. The Wind is a great boaster, and blew himself into a rage, because the Sun said that he was the stronger, although he did not make so much noise about his strength.

2. At last the Sun said, "Well, do not let us quarrel any longer. You see that old man going along the road? Let us see which can get the cloak off his back first. You shall begin."

3. "Very well," said the Wind, and he began to blow. But the cold wind only made the old man draw his cloak tighter around him. The Wind, always ready to fly into a passion grew angry, and blew again, twice as hard as before; but the more he blew the closer the old man drew his cloak around him.

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4. "Stay a minute," said the Wind; "I will try the effect of one of my sudden blasts." Then he drew in his breath, and all at once blew so hard that the very trees bent before him; but the old man still clung to his cloak. Then the Wind gave up the contest and calmed down.

5. "Now it is my turn," said the Sun.

"O, if I could not do it," said the Wind, "I am sure you can not."

"Well, let me try," said the Sun.

Then the Sun got from behind a cloud, where he had been hiding, and shone softly on the old man. In a few minutes moist drops began to form on his brow.

6. "Dear me," said he, "how warm it is all at once!" Then he began to unbutton his cloak. The Sun still kept on shining. "Why, I am melting," said the old man; "I can not keep this cloak on any longer." As he said this, he took it off and threw it on his arm.

7. "Well! well!" said the Wind; "how did you do that?"

"I will tell you," said the Sun. "You

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tried to have your way by noise and bluster, and treated the old man rudely. I tried the effect of kindness."

A warm, pleasant smile will do more than a cold word or a hard blow.

Boasting often leads to *disputes* and *quarrels*.

There was a *contest* between the Sun and the Wind to see which was the *stronger*.

What *effect* did the Sun have on the old man?

Copy the names of the months and learn to repeat them:—

January.
February.
March.
April.
May.
June.
July.
August.
September.
October.
November.
December.

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LESSON XXIV.

un ēaṣ′ y	par tĭc′ū lar	re pāy′
cheer′ fụl	cȯm′ fȯrt a ble	ẇrŏng
pĭl′ lōw	tōō̇th′ āche	ĕr′ randṣ
mĭṣ′ er y	ĕx ăct′ ly (ĕgz-)	strānġe

Our Mother.

1. What should we do without her, I wonder?

It is quite amusing to see, if any one

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of us has been away from home, that the first person we want, on our return, is Mother.

2. If she is absent, we feel uneasy till we get sight of her bright, cheerful, kindly face once more.

3. Very often, at these times, we do not want her for anything in particular; only we like to know if she is there. For, strange as it may seem, we feel as if things were right when she is with us, but quite wrong when she is away from us.

4. The time when we most need her is when we are sick; for it is real misery to be ill and not have Mother close at hand.

5. If we have to stay in bed, no one can make the pillow so comfortable as she can. If we cut our finger, no one can bind it up so well as she; if we have the toothache, no one else knows what will cure it. Mother can always say exactly what is best to be done.

6. Sometimes she looks very tired, and her head aches. I wonder if we shall ever be the comfort to her that she is

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to us. We often say we will try to be. When we are grown up, and she is old, we will try to repay her for all her goodness to us now that we are children.

7. But we can help her now, while we are little, if we try. We can be still when her head aches. We can take care of Baby, we can help keep house, and we can run on errands. We can mind what Mother tells us, and do what is right; that will help her most of all.

What can children do, even when they are small, to help their mother?

Read aloud and copy:—

Who is Little Sunshine? The child who does not pout, nor frown, nor say cross words, but goes about the house laughing, smiling, singing, saying kind words, and doing kind deeds,—that child is Little Sunshine.

If you do as mother says, you will do *exactly* right.

It is very *amusing* to see monkeys hop about the cage. They make us laugh *heartily*.

Strong drink causes sickness, pain, and want. It brings many to *misery*.

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LESSON XXV.

tăn'gle blŏs'sŏms whĭs'tle

The Wind.

1. High and low
The spring winds blow!
They take the kites of the boys at play,
And carry them off high into the air;
They snatch the little girls' hats away,
And toss and tangle their flowing hair.

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2. High and low
The summer winds blow!
They dance and play with the garden flowers,
And bend the grasses and yellow grain;
They rock the bird in her hanging nest,
And dash the rain on the window-pane.

3. High and low
The autumn winds blow!
They frighten the bees and blossoms away,
And whirl the dry leaves over the ground;
They shake the branches of all the trees,
And scatter ripe nuts and apples around.

4. High and low
The winter winds blow!
They fill the hollows with drifts of snow,
And sweep on the hills a pathway clear;
They hurry the children along to school,
And whistle a song for the happy New Year.

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LESSON XXVI.

vĭl′lage	rē′al ly	hĕav′y
lēast	dis coŭr′aġed	tŭn′nelş
ēaş′ĭ ly	thou′şandş	at tăched′

Ants and their Homes.

1. Tommy Gray was always finding something new to think and talk about.

One day, when he was walking with his father in a field, they came upon a large ant-hill. "Here is an ant village," said Tommy. "See the little holes where the ants go in and out. I should like to see what there is in an ant-hill."

2. "The ants' houses are in it," said his father; "and they are well worth seeing. There are halls and rooms and roads; and thousands of ants live in a single ant-hill, or ant village, as you call it."

3. "They must have pretty sharp eyes to see under ground."

"Yes; they have very wonderful eyes, —one on each side of the head; but

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really each eye is made up of a great many little eyes."

"Why, I don't see how that can be," said Tommy.

4. "Don't you remember the small round window at Uncle John's, that is made of so many little pieces of glass? Now, in truth, there is only one window, yet each piece of glass in it is a little window by itself."

"O, then each one of the ant's eyes has many little eyes inside of it."

5. "Can they hear us talk?" asked Tommy again.

"No, I think not. If you should blow your whistle or beat your drum, they would not seem to hear or mind it in the least."

6. "Can they talk to one another in their way?"

"Yes, I think so; for when an ant finds a bit of anything good to eat, he goes back to the nest and seems to tell of it, and then a great many come."

7. "I don't see how they can walk with six legs," said Tommy. "I should think they would trip themselves up."

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8. His father laughed, and said, "They can use them all as easily as you use your two. Their little legs are very strong, and each one has two small claws. Then they have two little horns or feelers attached to their heads which they move all about, and touch things with, when they don't feel quite sure where to go."

9. "What do the ants do all the time?"

"They dig out rooms, form tunnels, make roads, guard their home, keep it in good order, gather food, and take care of the little ones. They know so well what to do that it seems as if they must be able to think, and to plan their work as men do. They never get discouraged and give up.

10. "I read the other day of a little ant that found a dead fly. He tried to pull the fly along all alone, but it was too heavy. Then he pulled off a piece of the fly's leg, and carried it to the nest. When he came out, he brought five other ants to help. They pulled the fly to pieces, and each one marched off with a bit."

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11. "Why, father, how much the little things know! I shall never see an ant-hill again without thinking of what is under it."

What would you find in an ant-hill?
Tell something about an ant's eyes.

Make a question of each statement:—

This is an ant village.

The ants' houses are in the ant-hill.

You remember the small round window at Uncle John's.

LESSON XXVII.

wĕa<u>th</u>'er	căt'tle	fa̤ult
po tā'to	gär'dn̤ erş	blīg̱ẖt'ed
po tā'toeş	vĕg'e ta bleş	fū'tūre
ē'vil	grew (groo)	quĕs'tionş

Pronounce *future,* fū'chụr; *question,* kwĕs'chun.

Trying to Please Everybody.

1. "If you please," said the Weather-vane to the Wind, "will you turn to the south? There is such a cry against the cold that I am afraid they'll pull me down, if I stop much longer in this north quarter."

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2. So the Wind came from the south; clouds hid the face of the sun, and rain fell in showers.

3. "O, please to turn me from the south!" said the Weather-vane to the Wind again. "The potatoes will all be spoiled; the corn wants dry weather; and while I stay here, rain it will; and what with the heat and the wet, the farmers are all angry at me."

4. So the Wind shifted into the west, and there came soft drying breezes day after day.

5. "O, dear," said the Weather-vane; "here is a deal of trouble! Such evil looks as I get from eyes all round me, the first thing every morning! The grass is drying up, and there is no water for the cattle; and what is to be done? The gardeners say that there will be no vegetables. Do turn me somewhere else."

6. Upon this the Wind grew very angry, and with a fierce puff sent the Weather-vane into the east.

"What do they say to you now?" he asked, after a few days.

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7. Why," said the Weather-vane, "everybody has caught cold, and everything is blighted, that's what they say; and somehow or other they lay it to the east wind."

8. "Well!" cried the Wind, "let them find fault. I see it is impossible for you or me to please everybody; so in future I shall do what I think best, and you will point where I tell you, without asking any questions. In that way we shall satisfy more people than we do now with all our consideration."

consideration, regard for what people say.

weather-vane, something that turns as the wind turns, and shows which way it blows.

blighted, harmed by blight or decay.

Could the Weather-vane please everybody?

What did people complain of when the Weather-vane pointed north?

When it pointed south?

When it pointed west?

When it pointed east?

Finally what did the Wind say?

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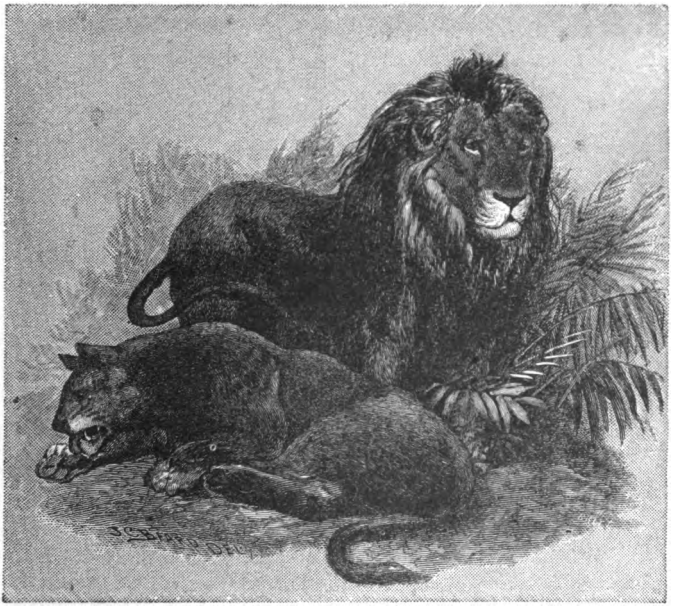
LESSON XXVIII.

lĭ′ȯnȿ	ăn′ĭ malȿ	sēarch	ȯuǥht
tī′gerȿ	crụ′el	prey (prā)	pēace
ġī′ant	năt′ū ral	spăr′rōw	fīērce



The Cat Family.

1. Lions, tigers, and cats belong to the same family of animals.

2. "Do you mean to tell me," said Charles, "that my good old puss, that

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comes to me and purrs, and jumps up into my lap, is like a great lion or tiger?"

3. "Yes, Charles, lions and tigers are giant cats. Puss is not so large nor so fierce as these animals, but she has paws, teeth, eyes, a rough tongue, and other parts like theirs.

4. "The lion and the tiger feed on flesh, and so does the cat. They can see in the dark; and by night they go out in search of their prey, as the cat does.

5. "What is the cat's prey, Charles?"

"Mice; and she will kill small birds when she can get near enough to pounce upon them."

6. "And what is the tiger's prey?"

"Deer, sheep, and other animals."

7. "Look at the cat's paws. They are like pads, so that she can move about with a light and noiseless step.

8. "She has very sharp claws; and she can draw them back under the skin of the toes, so that they shall not get blunted by the ground. Lions and tigers have just such feet and claws.

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9. "Have you ever seen a cat when she was trying to catch a bird that was on the ground?"

10. "Yes, I watched pussy once when she tried to get a sparrow. She crept along without making the least bit of noise. I wish you could have seen her, stepping so softly, and waving her tail a little all the time. But she didn't catch the sparrow, for it flew away."

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11. "That is just the way a tiger creeps upon its prey. Did you notice how puss behaved when the bird showed signs of flying away?"

12. "Yes; she stopped at once, as if she had been turned to stone."

13. "If she had got within striking distance, with one bound and a blow of her paw, she would have had the bird in her power. She would have thrust out her sharp claws, just as a tiger does when it springs upon a deer."

14. "I didn't know that puss is so much like a cruel little tiger."

15. "I am not sure we ought to call either the cat or the tiger cruel. We must not blame pussy for doing what it is her nature to do. She only tries to kill animals which are her natural food in a wild state.

16. "Puss is a very nice and useful animal to have in the house, if she is well treated. She becomes very fond of those who are kind to her.

17. "The cat can be trained to lay aside her wild habits, and to live in peace

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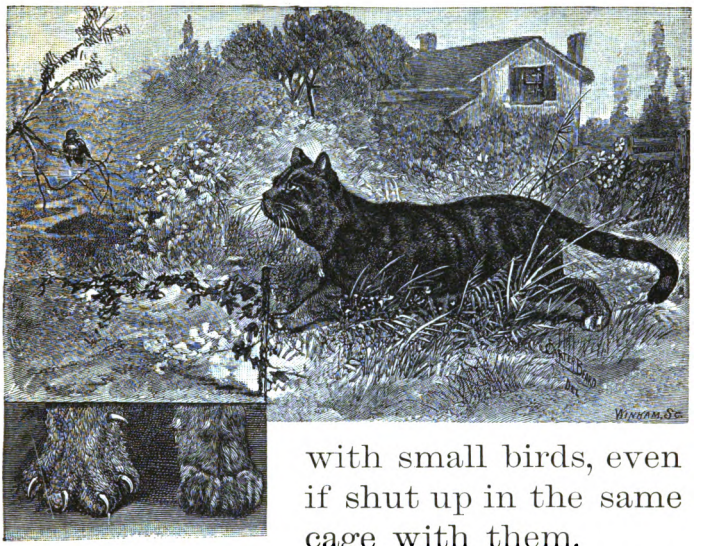

with small birds, even if shut up in the same cage with them.

18. "I have read of a cat that, when she had lost her young kittens, adopted three little squirrels, and brought them up with the most loving care."

Write something about the way lions, tigers, and cats catch their prey.

At the end of a word ***less*** means *without*, and ***ful***, *full of*, or *having*.

What does ***noiseless*** mean? What ***useful?***

Form words by joining ***ful*** and ***less*** to the following words, and write out the meanings.

hope ***care*** ***rest*** ***pain*** ***cheer***

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LESSON XXIX.

văl′ūe	crĭm′ṣǫn	pōr′tion
shiēldṣ	bôr′derẹd	hĕav′ẹn ly

What the Sparrow Chirps.

1.

I'm only a little sparrow,
A bird of low degree;
My life is of little value—
But there's One who cares for me

2.

He gave me a coat of feathers;
It is very plain, I know,
With never a speck of crimson,
For it was not made for show;

3.

But it keeps me warm in winter,
And it shields me from the rain;
Were it bordered with gold or purple,
Perhaps it would make me vain.

4.

I have no barn or storehouse,
I neither sow nor reap;
God gives me my daily portion,
But never a seed to keep.

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5.

I fly through the thickest forest,
I light on many a spray;
I have no chart or compass,
But I never lose my way.

6.

I know there are many sparrows;
All over the world we are found;
But our heavenly Father knoweth
When one of us falls to the ground.

value, worth. ***shields,*** protects.
degree, grade; rank. ***spray,*** twig; small branch.

LESSON XXX.

lạ̣wnṣ	stạ̣lks	scärfs
yĕl′lō̤w	twīnẹ̣d	shōul′derṣ
vāse	dăn′de lī ȯnṣ	wāists
ad mīrẹ̣d′	nĕck′lace	pẽrt

The Apple Blossoms' Party.

1. It was late in May. The wind was still cold, but the bushes and trees and lawns said, "Spring has come." They began to wake up and open their eyes to look at the sun.

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2. Some little blossoms on a branch of an apple tree were so pretty that a lady broke off the branch, and carried it home. There she put it in a vase, for she was going to have a party.

3. In the evening, when her friends came, they admired the flowers that had grown in the greenhouse; but they said the apple blossoms were the prettiest. This made the blossoms proud. The next morning, as they were looking out of the window, they saw a field all covered with dandelions.

4. "Poor things!" said the apple blossoms. "How unhappy you must feel! You were not invited to the party last night."

5. "We don't care about a party in the night," said the dandelions. "We had a good night's rest, and waked up, bright and early, this morning. What makes you look so pale and sleepy?"

6. "I suppose it is because we sat up so late last night," said the apple blossoms. "It was twelve o'clock when the party broke up. We were glad when they were all gone."

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7. Just then a troop of children came and sat down by the yellow flowers. They broke off some of them, and bent their long stalks and twined them so as to make a chain.

8. This they hung on a little girl's neck. She called it her golden necklace. It was as yellow as gold. Then they made scarfs to hang over their shoulders and round their waists. How happy they were at this play!

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9. By this time the apple blossoms were very sleepy; but they said, "The little children seem to think these pert yellow flowers are pretty; but they were not invited to the party."

10. "Well," said a tall dandelion that spoke for the rest, "I would rather have little children love me than to go to all the parties in the world."

lawn, a smooth grassy yard in front of, or about, a house.

greenhouse, a house made mostly of glass, and used to grow tender plants and flowers.

admired, were highly pleased with, as something wonderful.

Tell what the children did.

Tell what the tall dandelion said to the apple blossoms.

Write from these heads something about apple blossoms:—

Where you have seen them. In which season. How they looked. Their odor or smell.

Write something about dandelions:—

Where they grow. When the flower comes out. How it looks. The stalk. What the leaves of the plant are good for.

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LESSON XXXI.

pōrch	rōad′sīde	rĕad′y	mo͝v′ing
hâre	tôr′toĭse	stĕad′y	hŭn̲′gry
weârs̲	sȯme′whạt	nĭb′blẹd	fā′ble
dew	crouchẹd	jŏggẹd	thīrst′y

Pronounce ***tortoise,*** tôr′tĭs; ***crouched,*** kroucht (***ou*** as in ***out***).

The Hare and the Tortoise.

1. "Now, children," said Mrs. Spencer, "if you will all come and sit here in the porch, I will tell you a story about a hare and a tortoise, and how they once tried to outrun each other."

2. The children all came at once, and, when they were seated, Mrs. Spencer began.

"The hare is a pretty creature, much like a rabbit. He has long legs, and can run very fast. But the tortoise has short legs, and wears a large heavy shell on his back; so he creeps along at a very slow rate."

3. "How foolish he was to run a race with the hare!" said Tom. "Of course he could not win."

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4. "Well," said Mrs. Spencer, "he agreed to try; and they were to run from the seashore, where the tortoise lived, to a great tree, at the edge of the forest, where the hare lived. A crow, that sat on a rock, was to give the word for them to start, which he did by calling out, 'Caw, *caw*, CAW!' as loud as he could. At the last 'caw,' they started.

5. "At first, as you may suppose, the hare went ahead. His light feet sprang over the ground, and shook the dew off the flowers; it did not seem to tire him at all. By and by he thought he would look around and see where the tortoise was; but the tortoise was nowhere in sight.

6. "'Well,' thought the hare, 'there is no use in running so very fast. I may as well take a nap, and be ready to start again when the tortoise comes up,—if he ever does come. There is the tree in sight; it will not take me long to run to it.' So the hare nibbled a little grass, and then crouched down and went to sleep."

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7. "But where was the tortoise, then, mother?" asked Kitty.

"The tortoise was on his way," said Mrs. Spencer, "moving along as fast as he could. That was not very fast, to be sure; but then he never stopped for an instant. He was hungry, but he would not stop to eat; and he was thirsty, but he would not stop to drink. All the birds by the roadside laughed at him, and told him the hare must have reached the tree long ago; but still the tortoise went on. He said he could but try.

8. "Well, when he came where the hare lay fast asleep, the tortoise could hardly believe his eyes. You may be sure he did not stop to rest there, but jogged on as fast as he could. When at last the hare woke up and looked about him, there was the tortoise at the edge of the forest, and the hare had lost the race!"

9. "Is that a true story, mother?" asked little Charlie.

"No, my dear," said Mrs. Spencer; "it is a fable, told to show that those

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who try very hard get on better than those who think they can do everything without trying."

"Slow and steady wins the race."

Write about the race from these heads:—

The start. How the hare ran. What he thought and did. How the tortoise ran. What the hare saw when he woke up.

What does this fable teach?

LESSON XXXII.

jōk′ing	Chī′nȧ	cĭt′y	steepȩd
brĕak′fast	steāk	sāil′orş	sạu′cerş
cŏf′fee	slīce	ex prĕss′	sụg′ar

Our Helpers.

1. "Father," said John, as they were sitting down to breakfast, "I wish we had as many men to work for us as Mr. Rice has to work for him. He has six men mowing this morning. We don't have any one to help us."

2. "O yes, we do, John. We have many more than six men helping us all the

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while. It took,—let me see,—it took at least a hundred persons to help get our breakfast."

3. "Why, father, you must be joking. Maggie got it all alone. No one helped her."

4. "Let us see," said his father. "Your mother has a cup of tea this morning, and I have a cup of coffee. Do you know how the tea came here?"

"You bought it," said John.

5. "Yes, I bought it at Mr. Gray's store, but where did he get it? He did not raise it from the seed, and it did not grow in this country."

"I know that," said John. "Tea comes from China."

6. "How many persons do you think it took to get that cup of tea for your mother?"

"Two. You bought it, and Maggie made it."

7. "But somebody in China planted the seeds. Then the leaves had to be picked off, and dried, and packed into chests, and carried to the ship that was to take the tea to this country.

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8. "Then the ship, which it took a great many men to build, brought the tea here. But the ship could not come without sailors, so we must count them as having helped us.

9. "Other men took the tea from the ship to a store in the city. Then Mr. Gray, the storekeeper, bought a chest of it, and sent it to his store by express. I bought it of him, and Maggie boiled the water, and steeped it.

10. "But Maggie couldn't have given it to your mother, as she now has it, if we had not had a stove, a teapot, and cups and saucers. A great many men must have worked to supply us with these."

11. "And the spoons, and the sugar for the tea," said John. "Will you please to give me a small piece of steak and a slice of bread?"

"Yes," said his father; "if you will tell me how many people helped to get them for you."

12. "O, I can't tell," said John; "I believe now it took a thousand men to get us a breakfast. I am sure it took a hun-

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dred for a cup of tea, and that is the smallest part of a breakfast. I never thought that other people did so much for us."

Write, from these heads, what has to be done before we can get a cup of tea :—

What is done where the tea plant grows. How the tea is brought to this country. The store-keeper. What more has to be done before the tea is on the table.

LESSON XXXIII.

bĕr′rĭeş	nĕs′ţlęd	rŏb′inş
rĕd′-cheekęd	fēast	pĭt′y
tī′nĭ est	swål′lōwş	mĕl′lōw
rŭn′ner	cŏv′er let	strān′ġerş

Strawberries.

1.

Little Pearl Honeydew, six years old,
From her bright ear parted the curls of gold,
And laid her head on the strawberry bed,
To hear what the red-cheeked Berries said.

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2.

Their cheeks were blushing, their breath
was sweet;
She could almost hear their little hearts
beat;
And the tiniest, lisping, whispering
sound
That ever you heard, came up from the
ground.

3.

"Little friends," she said, "I wish I
knew
How it is you thrive on sun and dew!"
And this is the story the Berries told
To little Pearl Honeydew, six years old.

4.

"You wish you knew? and so do we.
But we can't tell you, unless it be
That the same kind Power that cares
for you,
Takes care of poor little Berries, too.

5.

"Tucked up snugly, and nestled below
Our coverlet of wind-woven snow,
We peep and listen all winter long
For the first spring day and the blue-
bird's song.

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6.

"When the swallows fly home to the
old brown shed,
And the robins build on the bough over-
head,
Then out from the mold, from the dark-
ness and cold,
Blossom and runner and leaf unfold.

7.

"Good children, then, if they come near,
And hearken a good long while, may
hear
A wonderful tramping of little feet,--
So fast we grow in the summer heat.

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8.

"Our clocks are the flowers; and they
count the hours,
Till we can mellow in suns and showers,
With warmth of the west wind and
heat of the south,
A ripe red berry for a ripe red mouth.

9.

"Apple blooms whiten, and peach blooms
fall,
And roses are gay by the garden wall,
Ere the daisy's dial gives the sign
That we can invite little Pearl to dine.

10.

"The days are longest,—the month is
June,—
The year is nearing its golden noon,
The weather is fine, and our feast is
spread
With a bright green cloth and berries
red.

11.

"Just take us betwixt your finger and
thumb,
And quick, O, quick! for see! there come
Tom on all-fours, and Martin, the man,
And Margaret, picking as fast as they can.

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12.

"O, dear! if you only knew how it shocks
Nice Berries like us to be sold by the box,
And eaten by strangers, and paid for with pelf,
You would surely take pity, and eat us yourself."

13.

And this is the story the small lips told
To dear Pearl Honeydew, six years old,
When she laid her head on the strawberry bed
To hear what the red-cheeked Berries said.

Copy :—

When anything grows very fast we say it *thrives.*

Do you know what a *tiny* leaf or a *tiny* bird is?

Money is sometimes called *pelf.*

How is the snow like a coverlet?

What is a red-cheeked berry?

What is wind-woven snow?

When is the longest day of the year?

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LESSON XXXIV.

In′dian	fȧst′ ẹnẹd	cẽr′taĭn
ŏf′fĭ cer	pap pōōs′eş	stewẹd
wĭg′ wạmş	drăggẹd	ĭn′ter est ed
bŭn′dleş	ẽarth′ẹn	stāyẹd

Pronounce ***Indian,*** ĭnd′yan, ***or*** ĭn′dĭ an.

Indians Moving.

1. Harry's father is an officer in the army, and Harry lives in a fort, out on the plains of the west, where he sees a great many queer sights. One day he saw some Indians moving.

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2. Indians live in wigwams, and do not have much furniture. When they move to new hunting grounds, they move wigwam and all. As they have no wagons, they carry their things on the backs of horses.

3. These Indians rode on horses, with the pappooses on their backs, and the half-grown children sitting before or behind them. The skins and blankets belonging to the wigwams were tied up, and the bundles were fastened to the backs of pack-horses. The lodge-poles were tied to the sides of the horses, so that one end of them dragged on the ground.

4. The Indians stopped a few hours at a short distance from the fort, so Harry's father let him go out with some of the soldiers to see them. They were friendly Indians; that is, they were friendly just then. Perhaps, in a little while, they would be ready to fight about something.

5. Hal thought, at first, it would be great fun to live like the Indians; but *he* soon changed his mind. When he

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saw still more of them, he was very certain he would not like it. He was sure he would not like to sleep among such dirty skins and blankets, or to eat food as they did.

6. The moving party Hal went to see were cooking their dinner. They had built fires on the ground. They cooked their meat on sticks over the fire, and stewed a good many queer things in large earthen pots.

7. They all helped themselves out of the same dish. Each one dipped his fingers in, and fished out the piece he liked best.

8. Some of the little Indians were almost pretty. One boy came up to Hal and looked him over. He was interested in his clothes. After a while he went away and brought two large feathers for Hal to put in his hat.

9. Hal stuck them in and laughed. The little Indian laughed too; but they could not talk to each other, for neither could understand what the other said.

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10. The Indians stayed near the fort only long enough to get their dinner; then they moved off towards their new home.

Copy, and unite the sentences, when you can, by using **and** *or* **but**:—

Indians live in wigwams. They do not have much furniture. Hal thought it would be fun to live like the Indians. He soon changed his mind.

LESSON XXXV.

fa̤l′ter ing	ĕx ăm′ple	hăp′pĭ er
in quīr e̤d′	coûrt′e sy	slĭp′per y
re pēat′ed	ex clāim e̤d′	ĭn′cĭ dent
sĕv′er al	es pī e̤d′	oc cûrr e̤d′

Pronounce *example,* ĕgz ăm′pl.

Rudeness and Politeness.

1. One morning, as some boys were going up the street to school, a very old gentleman, with a stooping gait and a faltering step, went along, looking up to the houses as if trying to find some place.

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2. A boy named Ralph was passing at the head of a party of his schoolmates. The old gentleman inquired of Ralph if he could tell him, in which one of these houses Mr. Parsons lived.

3. "Mr. Parsons," repeated Ralph, in no very respectful tone, "I don't know anything about Mr. Parsons."

"I am quite sure he lives in this block of houses," said the gentleman.

"Why don't you look at the names on the doorplates, then?" said Ralph, as he passed on.

4. A minute afterward Charles came up with some other boys. The old gentleman inquired of the new-comers where Mr. Parsons lived.

"Boys," said Charles, turning to those behind him; "does any one know where Mr. Parsons lives?" No one knew.

5. Then, turning to the old gentleman again, "I don't know," he said, "but perhaps I can find out;" and instantly he skipped up the steps to a door, to read the name. "That's not the house," he said, as he skipped down again and ran up to another door. Several of the

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boys began to follow his example; for courtesy is almost always catching.

6. "O, here it is!" exclaimed Charles, as he espied the name. "The steps are slippery; you must be careful, sir."

7. "Thank you, my young gentleman, thank you a thousand times," said the stranger. "I should have had a great deal of trouble to find it, for I can not see very well."

8. Charles went on his way with the boys, feeling, not proud, or as if he had done some great favor, but pleased, and a little happier than if the incident had not occurred.

faltering, unsteady, feeble.
inquired, asked.
exclaimed, cried out loudly.
occurred, happened.
courtesy, a polite, kind act.
repeated, said or did again.

Any one who walks fast has a fast *gait.*

By looking sharply, Charles *espied* the name.

Tell some *incident* that happened on your way to school.

How did Ralph show his rudeness?

How did Charles show his politeness?

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LESSON XXXVI.

North, East, South, West.

WHICH WAY DOES THE WIND BLOW?

1. Harry Gray went to visit his cousin, Arthur Hope. The morning after Harry came, Mr. Hope said, "Boys, I meant to let you ride over to the seashore with me to-day, but I am afraid the wind is in the south. If it is, we may have rain, and we had better not go."

2. Arthur looked out of the window and said, "Yes, father, I am sorry to say, it does blow from the south."

3. "I wish I could tell which way the wind blows," said Harry. "But I can not see the wind, and how can I tell which way it blows?"

4. "No," said Arthur, "you can not see the wind, neither can I. But come into the garden, and I will show you how to tell which way it blows." Into the

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garden they went, and Arthur pointed to the vane on the top of the stable.

5. "What has that to do with the wind?" said Harry.

"It tells which way the wind blows," said Arthur. "It is now blowing from the south."

"How does it tell that?"

"By pointing south," said Arthur.

6. "Yes, I see now how it points. But how do you know that is south?"

"Do you see those iron rods that cross each other, just below the vane?"

7. "Yes; one has N on the end of it, another E, another S, and the other W."

"Well," said Arthur, "when the vane points towards N, the wind blows from the north."

8. "O yes," said Harry, "I see. When the vane points to E, it is east; when it points to S, it is south; and when it points to W, it is west. I did not know, before, what those letters were put there for. But can you tell where north, south, east, and west are, without looking at the letters on the vane?"

9. "Yes, in fair weather," said Arthur.

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"In the morning the sun is in the east, at noon it is in the south, and in the afternoon it is in the west."

10. "But how can you tell which way the wind blows, if there is no vane? You can't see it."

11. "In the morning," said Arthur, "stand up straight, with your right hand towards the sun when it rises: if the wind blows in your face, it is north; if it blows against your back, it is south; if it blows against your right side, it is east; and if it blows against your left side, it is west."

12. "But sometimes it doesn't come from the north nor the east, but between them."

"Then," said Arthur, "it is north-east. If it comes between south and east, it is south-east."

13. "Yes, I see. I think it is not exactly south now, but a little south-east."

"You are right," said Arthur; "the vane has turned a little. Now you know how you can tell which way the wind blows, though you can't see it."

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14. "Arthur, let us go in and tell your father that the wind is south-east, and that we think it will blow from the east pretty soon."

What is the use of a vane?

Where does the vane point when the wind blows from the north?

In the morning, where is the sun?

At sunrise, how can you tell which way is the wind?

Point to the east, the west, the north, the south.

LESSON XXXVII.

căm′el	joûr′neў	spē′ciēş	Ăr′ab
heīg̣ht	tīre′sȯme	A′sia (ā′shĭ ȧ)	prāiṣe
nȯs′trilş	dĕş′ert	stȯm′aȼh	ķneel

The Camel.

1. The camel is from seven to eight feet in height, and is, therefore, much higher than the horse. Its body is covered with rough hair; its legs are long and slender; and its feet are so broad that they do not sink into the soft sand where it has to travel.

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2. The head of the camel is small, and is placed on a thin, long neck, so that it can reach food and water on the ground. It can close its nostrils quickly, so as to keep out every grain of the drifting sand.

3. The Arabian camel has but one hump on its back, while the other species has two. The humps become smaller and smaller when the camel can get but little food on its long and tiresome journeys.

4. This beast of burden is found in parts of Asia and Africa where it is of most use; that is, in countries with wide, sandy deserts, and few pleasant streams or shady trees,—where often nothing but sand is to be seen as far as the eye can reach.

5. People have to cross these deserts sometimes, and, in doing this, they use camels to carry themselves and their luggage, just as we should use horses in our country. But in those sandy plains the camel is much better for this purpose than the horse or any other creature would be.

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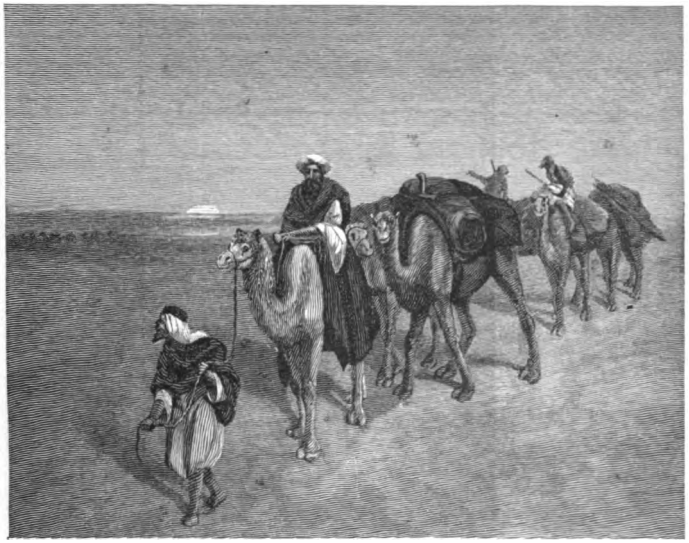
6. Without getting tired, it can walk a long distance over the hot, dry, loose sand. You know water is seldom found in the desert; but the camel is able to travel far without needing to drink.



When it does drink, it takes a large quantity into its stomach, and a good deal of this is stored up for future use. It is said that travelers, to save themselves from dying of thirst, have sometimes killed their camels, to obtain this priceless store of water.

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7. The camel is a patient, good creature; and from what you have now read, you will agree with me that it has been rightly named the "Ship of the Desert." A good "ship" it is indeed! for it will carry heavy loads across these deserts.

8. At the word of command, it will kneel to allow its driver (whom we may call the "captain" of this good ship) to mount upon its back or to get down, and also to have its load put on or taken off.

9. You will not wonder, now, when I tell you that the Arab loves his camel very much, and even sings verses in its praise. Its flesh and milk are used as food; and its hair is made into cloth; so, you see, the camel is as useful to its owner as the horse, the cow, and the sheep are to us.

Describe the camel from these heads:—

Height. Body. Legs and feet. Head and neck. Hump. Where found. Its use.

What does *patient* mean? *obtain? luggage? priceless? beast of burden? word of command?*

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LESSON XXXVIII.

Waiting to Grow.

1.

Little white snowdrop just waking up,
Violet, daisy, and sweet buttercup!
Think of the flowers that are under the snow,
Waiting to grow!

2.

And think what a number of queer little seeds
Of flowers and mosses, of ferns, and of weeds,
Are under the leaves and under the snow,
Waiting to grow!

3.

Think of the roots, getting ready to sprout,
Reaching their slender, brown fingers about,
Under the ice and the leaves and the snow,
Waiting to grow!

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4.

No seed is so small, or hidden so well,
That God cannot find it; and soon He will tell
His sun where to shine and His rain where to go,
Helping it grow!

Learn by heart the last stanza.

LESSON XXXIX.

plāgḵ′ing	ad vīṣe′	tēaṣḙd
păs′sion	New′foŭnd land	nō′tĭce
cĕr′taĭn ly	fū′ri oŭs ly	quạr′rel
at tĕn′tion	thôugḥt′fụl ly	neigḥ′borṣ

Pronounce ***passion,*** păsh′un; ***Newfoundland,*** nū′-fŭnd land; ***neighbors,*** nā′bĕrz.

How Not to be Teased.

1. Edgar was a very quiet boy, who had no brothers or sisters to play with. He lived with his mother, away from neighbors, at the end of a small village, and had not become much used to the ways of other boys. He had never been from home to stay even one night, but

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now he was going to Southport to spend the summer.

2. "Some of the boys may try to plague or tease you," said his mother; "if they do, you must not get angry and quarrel with them."

"It is very hard, sometimes, not to do so," said Edgar.

3. "I know it is," said his mother; "but it does no good. If they try to plague you, the best way to plague them back is to make them think you don't care anything about it."

4. "But, mother," said Edgar, "you say I must not try to plague them back."

5. "So I do," answered his mother; "and that is right. What I mean is, if you make them think that what they do and say does not plague you, that is the best way to stop them.

6. "The other day I was in the village, and there was a boy standing in the street, teasing a little dog, and making him bark by pointing a stick at him and hissing. It made the dog very angry, and he barked away at the boy

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furiously. So the boy kept on pointing the stick at him and laughing to see him in such a passion."

7. "I know whose dog it was," said Edgar; "it was Tracy Jones's dog. His name is Dandy. The boys like to plague him; it makes him so angry."

8. "The boy was plaguing him when I went by," continued his mother, "and when I came back, ten minutes afterward, he was still there. He had been plaguing the dog all that time. But at last he left off, and walked along just before me, whistling and singing. Presently he came to another dog, lying down by the side of the road."

9. "What sort of dog was it?" asked Edgar.

"It was a large black dog," replied his mother.

10. "O, that was Congo," said Edgar. "He's a full-blooded Newfoundland. He belongs to Captain Ames. He is all black except the tip of his tail, and that is white."

11. "I did not notice the tip of his tail," said his mother. "He was lying

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on the ground by the side of the road, pretty near the blacksmith shop. The boy came by and began to point his stick at him and hiss; but the dog did not pay any attention."

12. "I should know he would not," said Edgar. "Congo never minds any nonsense like that."

13. "He didn't pay the least attention," said his mother. "He looked at him, but did not move. The boy tried him once or twice, but when he found that it did no good, he gave up and went away.

14. "Now, that is the way I advise you to act, if the boys in Southport should try to tease and trouble you. Pay no attention to them; then they will soon find there is no sport in it, and leave it off. Depend upon it, that is the best way."

15. "Well, mother," said Edgar, thoughtfully, "I will,—I certainly will. I'll try Congo's way."

Where is Newfoundland?

What did Congo do when the boy tried to tease him?

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LESSON XL.

clŭmp	pär′trĭdge	wọund′ed
seâred	dŏdg′ing	re lēased′
cạuse	sŭd′den ly	strānge′ly

The Partridge and Her Little Ones.

1. One day as Walter and his father were going through a piece of woods, suddenly a partridge flew up near them, and lighted almost at their feet.

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2. She acted very strangely, bristling up her feathers, and running first toward Walter and then from him, but dodging so that the boy could not catch her.

3. When Walter walked, the bird went slowly, and when he ran, she would go just fast enough to keep out of his reach, and at the same time lead him on. In this way they went for some distance, when the partridge rose in the air and flew out of sight.

4. "What made her act so strangely?" asked Walter, as he returned to the place where his father was standing. "I thought she must be wounded and could not fly; but she went fast enough when she got ready."

5. "This would answer your question, if you knew her ways," said the father, as he showed Walter a tiny partridge which he was holding in his hand.

6. "O, where did you get that?" asked Walter, in delight, as he took the little creature, and gently smoothed its soft feathers.

7. "I picked it up just as you started to follow the mother bird. I think there

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must have been a dozen of them; but they hid so quickly that I could get only this one."

"Why, I did not see any of them!" said Walter.

8. "No, for the old bird took your whole attention, which was just what she wanted to do. When she had called you far enough from her young, and had given them time to hide, she was ready to fly away. I had seen them act in this way so often that I knew what it meant as soon as I saw her. That was why I was able to catch this little one."

9. "May I take it home and make a cage for it?"

10. "No; I think you had better let it go. You couldn't tame it, and it would die in a few days."

11. "Poor little scared thing! I should not like to cause its death," said Walter, as he carefully placed it on the ground.

12. As soon as it was released, it ran into a thick clump of bushes and hid, and Walter could find neither the old

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bird nor any of the young ones. I hope the little bird got safe to its mother.

How large is a partridge?
What color are its feathers?
In what countries do they live?
Why did the partridge act so strangely?

LESSON XLI.

glūe̱d	prĕ′cioŭs	lōōs′e̱n
in stĕad′	scāle̱s	guärd
pre cēd′ing	mĭd′win ter	lĕm′ŏn
crā′dle	sŭb′stance	ŏr′anġe

Pronounce ***precious,*** prĕsh′us.

Buds.

1. Leaves, as well as flowers, come from buds. The bud swells, the leaves push out, the flower forms, and then comes the fruit.

2. The buds of trees have brown scales over them. These shelter the tender bud from the cold of winter and early spring. They are glued tightly together by a sticky substance, and thus form a close little case for the bud.

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3. Sometimes two or three warm days come in midwinter. Then you may see, if you look closely, that the scales are starting out a little. When, later on, there are a few more sunny days, the scales are again pushed out a little farther, and the bud is a little longer. It is getting ready to peep forth.

4. When the warm days of spring are come, the swelling bud pushes all the scales apart, and the leaves come out. Then the scales drop off; there is no more use for them.

5. In cold countries, the buds are always protected in this way, by a covering. The buds that we see in spring are not formed the same year in which they appear. They are formed the preceding year, a little while before the leaves begin to fall; as they grow, they loosen the old leaves, and soon push them off.

6. Now, in these little buds are locked up all the leaves and flowers that are to come out the next spring. The precious treasures of another year are there; and they must be kept safe through the

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winter. They therefore have coverings to guard them from the cold.

7. This covering has been called "the winter cradle of the buds;" and a very good name it is. The little buds in their cradles rock to and fro in the cold winds of winter, and are as safe from harm as the baby in its cradle.

8. The inside of these cradles is lined with soft down. This is the bud's little blanket, to keep it warm. In warm countries, the buds do not have these "winter cradles." They do not need them. The buds of the orange tree and the lemon tree have no coverings. There is no cold air for them to fear; and to put warm coverings on them would do harm instead of good.

Write the names of four fruit trees that you have seen.

Write the names of four forest trees.

What is an evergreen tree?

How are buds kept from the cold of winter?

Do all buds have this covering? Why not?

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LESSON XLII.

a broad′	ŏf′fered	sīghed
dis sāt′is fīed	hănd′some	cŏm′rădes
sāt is făc′tion	ănx′ioŭs	flâred
răsp′bĕr rĭes	shŭd′dered	a greed′
frīght′ened	ĕn′vĭed	Chrĭst′mas

Pronounce ***anxious,*** ăŋk′shus; ***handsome,*** hăn′sum; ***raspberries,*** răz′bĕr rĭz.

The Dissatisfied Fir Tree.

1. Out in the forest stood a pretty little Fir Tree. It had a good place, with plenty of air and sunlight; and many larger comrades grew all around it, and kept the cold winds of winter from it.

2. But the little Fir Tree was not happy, because it wished to be larger. It did not care for the warm sun and the fresh air. It took no notice of the children, who came out to look for strawberries and raspberries.

3. They would sit down by the little Fir Tree and say, "How pretty and small this one is!" But the tree did not like to hear that.

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4. "O, if I were only as big as some of the others!" sighed the little Fir. "I would spread my branches abroad, and look out into the wide world. The big trees get the sunlight first and keep it longest. I can see them playing up there with it long after it is sunset where I am."

5. When it was winter, and the snow lay all around, white and sparkling, a rabbit would often come jumping along, and spring over the Fir Tree. This made the little tree angry and unhappy.

6. Two winters went by; and when the third came, the tree had grown so tall that the rabbits had to run round it. There was some satisfaction in that; but it still envied the great trees whose tops were so high it could hardly see them.

7. But one autumn the woodcutters came and cut down a few of the largest trees. This frightened the Fir Tree; and when they fell, one after another, with a crash, and were stripped of all their branches, it fairly shuddered. Soon they were dragged away from

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their old home in the forest, and no one knew where they had gone.

8. The little birds that lived in the woods didn't know; but a long time afterwards a seabird, that came that way, said he saw them sailing on the great ocean, a thousand miles away from land. Then the Fir Tree remembered hearing one of the woodcutters say, as he looked at a tall tree, "That will make a fine mast."

9. "O, that I were big enough to go over the sea!" said the Fir Tree. "Tell me about the sea. How does it look?"

"It would take too long," said the seabird; and off he flew.

10. Then the sunbeams and the dew and the rain tried to comfort the Fir Tree. They said, "We will feed you, and the birds in your branches will sing for you and make you happy."

11. But the tree didn't thank them for what they offered to do. It did not know that without their help, it could never be a big tree.

12. A few days before Christmas the woodcutters again came into the forest.

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This time they cut down the small trees, and the Fir Tree thought they were going to sea, like the big ones.

13. "No," the little sparrows said, "they are not going to sea. When we were in the city, we looked in at the windows, and saw them planted in the middle of the rooms, with apples and cakes and all kinds of playthings hanging on them.

14. "Last year, they only kept them there a day or two, and then, when the children had stripped off all these pretty things, they were thrown out on the woodpile, and cut up to burn."

15. When the Fir Tree heard this, it was not so anxious to leave its place in the woods; and it so happened that the woodcutters did not take this tree. Whether it was too little, or too big, or not handsome enough, I do not know. There it stood, year after year, till it became a big old tree.

16. Then the woodcutters came again, and said, "We will take this tree. It will never grow any more." The Fir Tree did not want to go. "I'm too old,"

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it said, "to be made into a mast, and battle with the storms at sea."

17. The woodcutters didn't understand what the tree said, and down it came with a crash that frightened all the little trees near it. But they were glad when they saw it carried off; for every thing was brighter and more cheerful when the old grumbler was out of the way.

18. Where it went they didn't know nor care; but all agreed that wherever it went, it would never be satisfied.

19. They were right. It was found to be too old to go to sea, and was sent to the woodpile; and the old farmer told me, that when he put it on the fire, it snapped, and hissed, and flared up, every time he poked it.

Write the answers in complete sentences:—

Why wasn't the little Fir Tree happy?

What complaint did it make against the big trees?

What did the sunbeams, the dew, and the rain offer to do for the little Fir Tree?

Why were the other trees glad when the Fir Tree was cut down and carried away?

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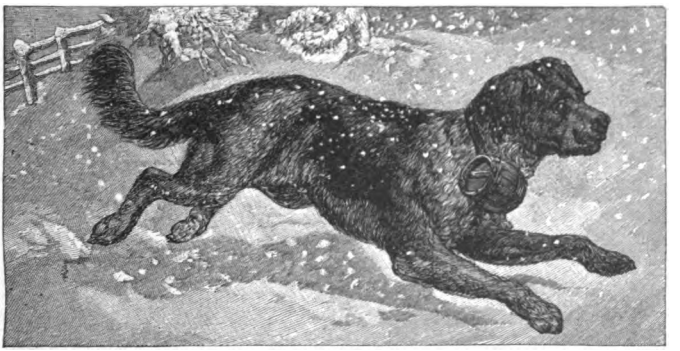
LESSON XLIII.

g͡u͡īde	friĕnd͡s	dy͡′ ing	be wâre′
rĕs′ cūe	dŏç′ ĭle	pĭt′ ĭ less	de l͡i͡gh͡t′
cŏl′ lar	ex cū͡se′	fôu͡gh͡t	cru͡′ el

Pronounce ***Spaniel,*** spăn′ yel; ***Greyhound,*** grā′-hound; ***Mastiff,*** măs′ tif; ***Russia,*** rŭsh′ yȧ; ***Esquimaux,*** ĕs′ ke mo; ***St. Bernard,*** sānt bĕr nārd′; ***conquered,*** kŏng′ kĕrd.



Famous Dogs.

1. My name is Barry, of the St. Bernard.
When the snows drift deep and the wind blows hard,
You may hear my bark, and see me flying
To guide the lost and rescue the dying.
Although I wear no collar of gold,
All over the world my praise is told.

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2. The Spaniel am I,—in Spain I was found;
But in every land I have been renowned.
I am always faithful, docile, and wise;
I have silken hair and beautiful eyes;
Should you treat me well or treat me ill,
As long as I live I'll love you still.

3. I am the Newfoundland, trusty and bold;
I love the water, and do as I'm told.
I'm sometimes rough in my bounding play,—
Please to excuse it, 'tis only my way,—

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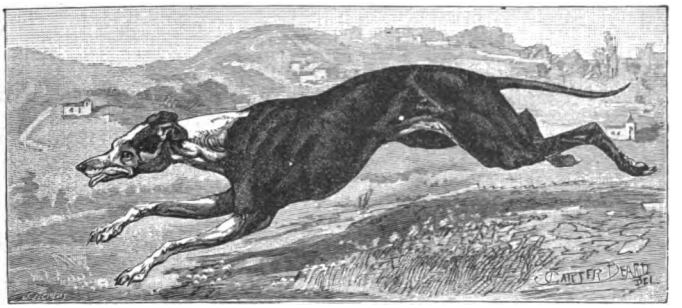
And many a life I've been known to save
From the cruel depth of the pitiless wave.



4. I am the Greyhound, so slim, you know;
I came from Asia long, long ago.
In Turkey, I'm called the "dog of the street;"
In Russia, I the wolf can beat;
In Italy, I am a lady's pet:
All over the world my race is met.

5. I am the Mastiff, a watchdog true;
Many a noble deed I do;
To guard your homes I take delight;
My bay sounds far through the silent night.

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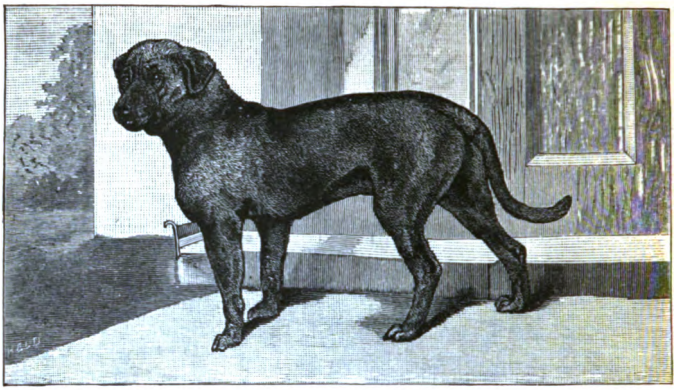

I've fought the lion, and conquered
the bear;
My friends I protect; let my foes be-
ware.

6. I am the dog of the Esquimaux;
I drag their sledges over the snow;
I can run and leap; I laugh at the
cold;
I'm useful, hardy, strong, and bold.

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In an icebound hut, with my master
I dwell;
I toil for him, and he loves me well.

renowned, famous; well-known.
beware, take care.
conquered, beaten in a fight.
docile (dŏs'ĭl), easily taught.
bay, deep barking.
rescue, save from danger.

LESSON XLIV.

Sunbeams.

1. Merry little sunbeams,
Flitting here and there,
Joyous little sunbeams,
Dancing everywhere;
Coming with the morning light,
You chase away the gloomy night.

2. Kind words are little sunbeams
That sparkle as they fall;
And loving smiles are sunbeams,
A light of joy to all.
In sorrow's eye they dry the tear,
And bring the fainting heart good cheer.

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3. Scatter these little sunbeams
Free as the balmy air,
That all in sorrow's darkness,
Their joyous light may share!
Their light, reflected on your heart,
Will make its shadows all depart.

What are called little sunbeams in the second stanza?

Why are "kind words" and "loving smiles" like sunbeams?

How can you scatter these sunbeams?

LESSON XLV.

dĭp′per	shâre	prŏb′a bly
ap pēar′ance	hătch′et	ôu͡gh͡t
con dĕmn͡d′	re quĕst′	for gŏt′t͡en
re trēat′ed	thro͡u͡gh͡	g͡uĭlt′y

Requests and Demands.

PART I.

1. "Rollo," said Lucy, "I have come to play with you."

"Well," said Rollo, walking along towards her, "I am glad you have come. I wanted somebody to go down into the woods with me."

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2. Rollo began to open the large gate for Lucy; but just then he happened to think that they did not have any dipper. When he went to work in the woods, he used to carry a dipper to get water out of the brook; for Rollo, like many other children, very often wanted water to drink.

3. "There," said he, "Lucy, I have forgotten the dipper; now you just go back and get it. You know where it hangs, on my little nail behind the door."

4. "O no," said Lucy; "we shall not want any dipper."

"Yes, we shall," said Rollo; "I always want to drink when I am working; and you had better go and get it."

5. "No," answered Lucy; "besides, you ought to go and get the dipper, as you are the one who will probably want it."

6. "No," said Rollo; "I have the hatchet, and that is my share. You must go back and get it." So saying, he gently pushed Lucy with one hand, and with the other held the gate, so as to prevent her from going through.

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7. Lucy smiled, but Rollo looked a little vexed. She retreated a little, and then, going along by the fence a few steps, began to climb over, looking good-naturedly at Rollo, who was holding the gate all the time.

8. Rollo ran to the place where Lucy was climbing over, and began to reach up his hands to stop her. "Lucy! Lucy!" said he, in a sharp tone.

9. Lucy stopped; and seeing that Rollo was really beginning to be angry, she stepped back off the fence and began to walk slowly away.

10. Rollo thought, from her appearance, that she was not going for the dipper. Besides, he felt somewhat guilty and self-condemned. He stood a moment watching Lucy through the bars of the fence, and then said, "Where are you going, Lucy?"

11. Lucy turned round and looked at Rollo rather sorrowfully; but she kept on, walking slowly backwards.

"I do not know where to go," said she. "I came to play with you, but you won't let me."

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12. "I think you ought to go and get the dipper," said Rollo.

"I do not think you have any right to make me go."

13. "Nor I either," said a voice that sounded like Jonas's, which came from the garden.

LESSON XLVI.

de cīde′	pēr hăps′	ad vīce′
con sĭd′er	re ṣŏlv̀d′	pēace′a bly
pạuṣ̀d	com plȳ′	mēre′ly
re quīre′	ac quĭ ĕsce′	con tĭn′ūd̀

Pronounce *acquiesce,* ak wĭ ĕs′.

Requests and Demands.

PART II.

1. Rollo and Lucy looked up and saw Jonas's head over the garden fence.

"Jonas," said Rollo.

"What?" said Jonas.

2. Rollo paused. In fact he had not any thing to say. At length, however, he looked up again and said, "Don't you think Lucy ought to go and get the dipper? I have the hatchet."

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3. "That is a question for her to consider," replied Jonas. "If she should ask my advice about it, perhaps I should give it to her; but you ought not to trouble yourself about her duty."

Rollo did not answer.

4. "The question is for Lucy to consider," continued Jonas, "whether she ought to go or not. The question for you is, whether you ought to undertake to make her go."

"I was not going to make her go," said Rollo.

5. "You held the gate," said Lucy, "and would not let me go through."

"You did not try to go through," said Rollo.

"Because I saw you were holding the gate, and so it would do no good to try."

6. "It was not merely holding the gate," said Jonas. "You talked about it as if you had a right to demand of her to go. That is the way boys and girls get into half their quarrels. They make demands when they ought to make only requests."

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7. "I don't see much difference," said Rollo.

"There is a great deal of difference," said Lucy.

8. "Yes," said Jonas; "you see, Rollo, this is it. When we request anything, we do not pretend that we have a right to require it to be done; we leave it to the persons whom we ask, to decide; and, if they decide not to do it, we acquiesce.

9. "But when we demand anything, we should be sure that we can properly insist upon it, and show the persons that we have a claim upon them, and that they ought to comply.

10. "That is the mistake which boys often make. They demand when they have only a right to request, and so they get into a quarrel."

11. Rollo was silent, and began to chop an old post, which stood near him. "But I think she ought to have gone," said he, in a low tone.

12. "Even if she ought, you had no right to insist upon her going. And I think you had better go yourself."

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"Well," said Rollo; "when I have stuck my hatchet into this post."

13. He struck the hatchet two or three times into the top of the post, and at length, when it was fixed there, he turned towards the house; but he saw Lucy running along before him for the dipper.

14. He met her just as she was coming out with it, and they then walked along very peaceably together. Rollo resolved to be careful in future not to demand when he had only a right to request.

consider, think about.
acquiesce, rest satisfied; consent.
resolved, decided to do something.

If you wish something from your parents or teacher, do you make a demand or a request?

How do you ask it?

If a person has something that belongs to you, what have you a right to do?

Why did Jonas think Rollo had better go for the dipper?

Why did Lucy go for the dipper?

What is the golden rule in the treatment of others?

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LESSON XLVII.

Milford, New York,
July 13, 1886.

Dear Mother,

I am having a nice time at Uncle's. John and I do a good deal of work now in the hay field. We spread the swaths, and toss the hay about to make it dry. Then we have to rake after the man who pitches it on the wagon. Sometimes we get a ride on the load to the barn.

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It makes us pretty hungry to work at haying. Aunt Eunice says she likes to see boys eat.

You would hardly know me. I am as brown as an Indian.

Uncle and Aunt say they would like to have father and you come up next Saturday, if you won't take me home.

Do come, and bring Bessie.

I send much love to you all.

Your affectionate son,

Edward.

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LESSON XLVIII.

wọ̣undş	yiēldş	bŭt′tọnş
pŏs′sĭ ble	In′dĭ å	văl′leẏş
chiēf′ly	cēas′eş	ĕmp′tĭẹd

Pronounce ***America,*** å mĕr′ĭ kå; ***Amazon,*** ăm′-å zŏn; ***Brazil,*** brå zĭl′; ***England,*** ĭng′gland.

The India-Rubber Tree.

1. I will tell you about a very useful tree that grows in some parts of South America. It is taller than our oak, and has its branches chiefly at the top. This tree yields a sap which makes India-rubber.

2. Groves of India-rubber trees are found near the Amazon, which is the largest river in the world. If you look on the map, you will see what a long way it flows,—on and on, for three thousand miles.

3. Great forests cover the valleys and plains in Brazil, through which country the Amazon flows; and here it is that the India-rubber trees grow.

4. When it is the right season of the year, men come to tap the trees.

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Early in the morning the tapper goes around, and makes several cuts in the bark of each tree he has to tap. From these a milky sap trickles out and runs into clay cups.

5. As the sap will flow only in the cool of morning, the work is done by the tappers as quickly as possible. By ten o'clock the sap ceases to flow. The sun has heated the trees, and the wounds in the bark begin to heal.

6. The sap in the cups is now emptied into pails and carried to a hut. A fire is made of the shells of a nut; a thick black smoke arises from it.

7. One of the men now takes a piece of wood, like an oar, and dips the blade into the milky fluid. Then he passes it through the smoke of the burning nuts again and again. This soon blackens and hardens the sap, so that the blade has a thin coat of rubber on it. It was milky white at first, but the smoke has turned it black.

8. He goes on dipping the blade in the sap, and holding it in the smoke, ten, or even fifteen, times. Each dipping

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adds a new layer of rubber. He now has as much as five pounds in a firm mass about the blade.

9. Then he cuts the edges of the mass, pulls out the blade, and hangs the rubber on a cord or a branch to dry. After two or three days of drying, it is ready to be sent away and sold.

10. What is India-rubber used for? Overshoes, coats, caps, cloaks, and blankets are made of it. Not a drop of water can find its way through India-rubber; so you may see how useful it is. Many other things are made of rubber, such as combs, and buttons, and balls, and even boats.

11. India-rubber trees grow also in Mexico and in India. Do you know how the gum got its name? It was first brought to England from India, and was used to rub out pencil marks. So everybody called it India-rubber.

What plants have we from which clothing can be made?

Where do these plants grow?

What things have you seen that are made of India-rubber?

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LESSON XLIX.

săv′age	strāy̆ed	rē′ġiȯn
de vour′	trụ′ant	sur prīṣe′
Eū′rȯpe	cŏt′taġe	stâr′ing
ŭp′rīg̱ht	pur sūit′	sēiz̆ed

Pronounce *calf*, käf; *region*, rē′jŭn.

Bears.

1. There are many kinds of bears, but the one we commonly see is the Black bear. He lives chiefly on wild fruits

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and roots; but when he can steal a pig or a calf, he will do so.

2. In common with most bears he is very fond of honey; and when he finds a hollow tree in which the wild bees have stored up their honey, he will climb the tree, and gnaw away for hours, till at last a hole is made large enough to admit his paw. Then, in spite of their stings, he robs the bees of all their winter stores.

3. The White bear, sometimes called the Polar bear, lives in countries of ice and snow,—where, even in summer, mountains of ice float about in the sea. This is the largest and strongest of all the bears, and he has a longer neck than any of the other kinds.

4. He lives chiefly upon fish and seals, often diving into the sea for them. Sometimes he comes upon a bit of dead whale, and this he thinks a great treat. But when hard pressed by hunger, he can make a meal even of seaweed on the shore.

5. The Grizzly bear lives in the regions of the Rocky Mountains. He is very

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large and strong, and is the most savage of all his race. The bravest hunter may well fear the Grizzly bear, for a stroke of his long claws cuts deep gashes. He is also very hard to kill.

6. The Brown bear ranges the high mountains and the thick forests of Europe, where he often makes his abode in the hollow of a large tree, or in a rocky cave. Into this den he retires for the winter season, and there remains in a deep sleep until spring. Then he rouses himself and comes forth very thin, and so hungry that he is ready to devour anything he can get in the shape of food.

7. When he attacks a man, he stands upright, and tries to hug him to death, while with his hind claws he tears deep wounds. His claws are sharp and strong, and he can climb a tree almost as well as a cat can.

8. I will now tell you a story about a Brown bear. In the east of Europe is a long chain of mountains, and not far from the highest of these there dwelt, in one of the valleys, an old woman.

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9. Her only cow one day had strayed, and was nowhere to be seen; she therefore set forth in search of the truant. Leaving her cottage at dawn,

she rambled up the valley for some hours, without finding the least trace of the missing cow.

10. Though tired with the useless pursuit, she held on her way, till at length, coming into a wooded glen, she saw, as she thought, the well-known dark

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brown hide, through the bushes. Vexed at the long chase the brute had led her, she began dealing it a shower of blows with her staff.

11. Up leaped the beast, turned sharply round, and you may judge of the good dame's surprise when she saw it was a large Brown bear she had been thrashing. The two stood staring at each other for a little while, when Bruin, seized with a sudden fear, turned about and ran away.

Copy :—

The woman went in *pursuit* of her cow.

Low-lying lands between *mountains* or hills, we call a *valley*.

A narrow valley is a *glen*.

Bruin is a name given to a bear.

LESSON L.

Never Give In.

1.

Keep plodding, 'tis wiser than sitting aside,
And dreaming and sighing, and waiting the tide;

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In life's earnest battle, those only can win
Who daily march forward and never give in.

2.

Though foes may be many, and proud in their might,
If only you know that you stand for the right,
The battle must boldly be fought, and you'll win;
In Providence trust, and never give in.

3.

In life's early morning, in manhood's fair pride,
Let this be the motto your footsteps to guide;
In storm or in sunshine, whate'er you begin,
Be honest, straightforward, and never give in.

Write all the words having an apostrophe.
Tell which denote ownership or possession.
Write the full form of:—*whate'er; 'tis; you'll.*
Tell the meaning of:—*straightforward; motto; life's early morning; life's earnest battle.*

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LESSON LI.

o blīġ'ed	de līght'ed	cush'iond
stârd	ar rānġ'd'	grāte'fụl
păck'a ġes	pär'cel	af fĕc'tion ate
Chrĭst'mas	whĭrr'd	en joy'd'

Katy's Christmas.

1. Katy Carr was a bright, merry little girl, who was so full of life that she could hardly keep still many minutes at a time. But one day she fell from a swing and hurt her back so badly that she was obliged to stay in bed many weeks.

2. It seemed all the harder for Katy when Christmas time came. All her little brothers and sisters were so busy, getting presents ready, that they were flying about all day. But Katy tried to be cheerful.

3. The day before Christmas she said to her aunt: "I have thought of such a nice plan. It is that all the stockings shall be hung up here in my room to-night; then I can see them all find their presents. May they, Aunt Izzie?"

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4. "Yes, dear, certainly," answered her aunt, who was trying to make Christmas as bright as possible for poor Katy.

5. Very early the next morning something touched Katy and woke her. It was Philly, in his nightgown, climbing up on the bed to kiss her, while the rest of the children were dancing about with their stockings in their hands.

"Merry Christmas! Merry Christmas!" they cried. "Oh, Katy, such beautiful, *beautiful* things!"

6. But what is this strange thing beside the bed? Katy stared, and rubbed her eyes. It certainly wasn't there when she went to sleep, after she had filled all the stockings. How had it come?

7. It was a little evergreen tree, planted in a red flower-pot. The pot had stripes of gilt paper stuck on it, and gilt stars and crosses, which made it look very gay.

8. The boughs of the tree were hung with oranges and nuts, and shiny red apples and popcorn balls. There were also many little packages, tied with

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bright-colored ribbons; and altogether the tree looked so pretty that Katy gave a cry of delighted surprise.

9. "It's a Christmas tree for you, because you're sick, you know," said the children, all trying to hug her at once.

10. "We made it ourselves," said Dorry. "I pasted the stars and the crosses on the flower-pot."

"And I popped the corn," cried Philly.

11. "Do you like it?" asked Elsie, cuddling close to Katy. "That's my present —that one tied with the green ribbon. I wish it were nicer! Don't you want to open them right away?"

12. Of course Katy wanted to open them. All sorts of pretty things came out of the little bundles. The children had arranged every parcel themselves. No grown person had been allowed to help in the least. Dorry's gift was rather queer. A huge red-and-yellow spider, which whirred wildly when waved at the end of its string.

13. "They didn't want me to buy it," he said; "but I thought it would amuse you. Does it amuse you, Katy?"

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"Yes, indeed," said Katy, laughing and blinking, as he waved the spider before her face.

14. "But you don't notice what the tree is standing on," said Clover. It was a chair, with a long, cushioned back which ended in a footstool.

15. "That's papa's present. See! it tips back so as to be just like a bed. And papa thinks pretty soon you can lie on it, in the window, where you can see us play."

"Does he really?" said Katy. "O, how nice that will be!"

16. "And see what's tied to the arm of the chair," said Elsie. It was a little silver bell with "Katy" engraved on the handle. "Cousin Helen sent it. It's for you to ring when you want anybody to come," explained Elsie.

17. To the other arm was fastened a book, with beautiful pictures of birds and flowers; and there was Katy's name written in it, "From her affectionate friend Cecy."

"How kind everybody is!" said Katy, with grateful tears in her eyes.

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18. The children declared it to be the nicest Christmas they had ever had; and though Katy couldn't say that, she enjoyed it, too, and was very happy.

allowed, let; permitted. ***affectionate,*** loving.
amuse, please; divert. ***arranged,*** put in some order.
declared, said.

Write something about Christmas.

Of what two words is each of these words formed?—

nightgown, bright-colored, footstool, evergreen.

LESSON LII.

shā′dy	bäth	mûr′mur
ăn′ĭ malş	ĕn′ġĭneş	wēave
freez′eş	thĭrst′y	rāil′way
plĕaş′ant	mĕad′ōwş	măn′tle
vā′por	stēam′bōats	căt′tle

Pronounce ***vapor,*** vā′pēr; ***cloths,*** klŏthz.

Water.

1. In the heat of summer it is pleasant to go to the shady wood. There is a little brook running through the wood, and making sweet music as it goes.

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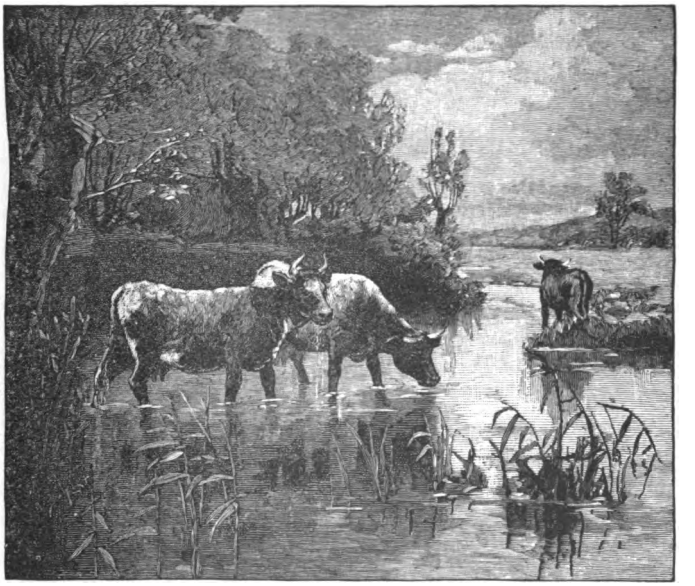
The water is cool and delightful on a warm day. Its very murmur is pleasant.

2. The best of God's gifts are so common that we almost forget how good



they are, and that we could not live if they were taken from us. When first we open our eyes in the morning, we need two of these gifts, — light and water; and the very poorest of us may have plenty of both.

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3. Without water, men and animals, and trees and plants, would all die.

How many names it has! and in how many ways it is of use to us!

4. Oceans and seas, and rivers and lakes, carry our ships, and bring us good things from far-off lands. Little streams and brooks water the meadows and give drink to the cattle. Pure wells, deep in the ground, send up cool water for drink.

5. Water rises above the earth as mist or vapor, and flies over our heads in the clouds, and falls again as the refreshing rain, to make the grass grow green and fresh. When it gathers in little drops on the thirsty flowers and plants at night, we call it dew.

6. When it is heated by the fire, it becomes steam, and drives railway trains and steamboats, and sets a-going the great engines that spin and weave our cloths.

7. When the cold hardens it, it is ice; and what boy does not enjoy skating and sliding on it? When it freezes in the clouds, it falls in little flakes, and

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forms a soft mantle of snow to cover the fields and plants.

8. It is always changing, always moving. The same tiny drop may be dancing one day on the top of a wave in the sea, and then, lifted up by the sun's warm rays, it may be flying over our heads in a cloud. It may light on a hillside and run down into the brook, and some fine morning be one of the fresh cool drops in a child's pleasant bath.

Tell as many ways as you can in which water is of use to us.

LESSON LIII.

bu̍ild′er	mȯs qui′tōeȿ	drownȩ̍d
gnăts (năts)	dis a gree′a ble	păd′dlȩ̍ȿ
shēath	ĕl′e phant	wrĭg′gling

Pronounce *mosquitoes,* mus kē′tōz.

The Wonderful Boat and Boat-Builder.

1. Uncle Fred was a ship-builder, and he often told Willie about boats and ships, and the way they were made. So it was no wonder that Willie was always making little boats and ships

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for himself, and sailing them on the pond not far from the house.

2. One morning Uncle Fred came to spend the day at Willie's home; and in the afternoon Willie said, "Uncle Fred, don't you want to go down to the pond with me, and see how nicely my new ship can sail?"

"To be sure I do," said Uncle Fred.

3. Willie found a shady place where the water was still, and then set his little ship afloat, holding it by a string so that it couldn't get away from him. Uncle Fred seemed to enjoy watching it as much as if he were a boy himself.

4. Pretty soon he said, "That is a very good ship, Willie, and nicely made. If you'll come and sit by me, I'll tell you about a wonderful little boat and a still more wonderful boat-builder."

5. Willie sat down, still holding his ship by the string.

"What do you call those little insects that keep flying so close to the water?" asked Uncle Fred.

"Papa calls them gnats; I call them mosquitoes."

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6. "The mosquito is a kind of gnat," said Uncle Fred. "It has a large head with large eyes, six long legs, two thin wings, and a long sheath much like the trunk of an elephant. In this sheath are several little lances, which are sharper than the finest needle. When a gnat stings, or as we say, 'bites,' it does so by thrusting out these little lances."

7. "How funny that is!" said Willie; "but you said you were going to tell me about a boat."

8. "Well, I will now. A gnat sits on a leaf, twig, or anything that rests on the water, and lays its eggs. As it lays them, it fastens them together, side by side, in such a way that they make a little boat."

9. "A boat made of eggs! That's queer," said Willie. "How many eggs does it take to make one?"

"Sometimes two hundred and fifty, sometimes more than three hundred. The eggs are very, very small, and so is the boat, but it floats safely on the water.

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10. "In two days it is time for the eggs to hatch. A little fishlike creature comes out from the under side of each egg, and away it goes, wriggling about in the water."

11. "Why, Uncle Fred, they are what we call 'wrigglers'. I have seen ever so many."

"Yes; and they swim with their heads downward under water."

"I should think they would drown," said Willie.

12. "The reason they do not," said Uncle Fred, "is because they breathe through a tube, or air-hole, near the end of their bodies. So it doesn't hurt them any more to put their heads under water than it does you to put your feet into water.

13. "In a week or two the wrigglers change their shape. The head and all the upper part of the body are much enlarged. The boys now call them 'tumblers', because they roll over and over by means of little paddles, like fins, at the end of the tail.

14. "In about a week more, on a sunny

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day, the skin of the tumbler splits open on the back, and the gnat, which lies inside, is ready to come out.

15. "First the head appears, and soon the real gnat stands erect in the case which covered it. This makes a little raft for the gnat to stand on till it can dry its wings in the sun and air. Then it flies away."

16. "How strange it all is!" said Willie. "But, Uncle Fred, I don't see why mosquitoes were made. They don't do any good, and I am sure they are disagreeable enough with their buzzing and biting."

17. "Yes, Willie, they do a great deal of good. Many are drowned while getting out of their cases; and these become food for fishes. Live gnats are eaten by birds and many insects."

18. Willie drew in his little ship slowly by the string. Then he said, "So the gnat is the boat-builder, and its eggs, fastened together, make the boat. I'm going to look and see if I can find one."

Write two sentences about gnats.

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LESSON LIV

fā′vor pŏv′er ty queen
pâr′ents răp′tūre maid

Piccola.

Poor sweet Piccola! Did you hear
What happened to Piccola, children dear?
'Tis seldom Fortune such favor grants
As fell to this little maid of France.

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'Twas Christmas time, and her parents poor
Could hardly drive the wolf from the door,
Striving with poverty's patient pain
Only to live till summer again.

No gift for Piccola! sad were they
When dawned the morning of Christmas day;
Their little darling no joy might stir;
St. Nicholas nothing would bring to her.

But Piccola never doubted at all
That something beautiful must befall
Every child upon Christmas day,
And so she slept till the dawn was gray.

And full of faith, when at last she woke,
She stole to her shoe as the morning broke;
Such sounds of gladness filled all the air,
'Twas plain St. Nicholas had been there.

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In rushed Piccola sweet, half wild—
Never was seen such a joyful child—
"See what the good Saint brought!" she cried,
And mother and father must peep inside.

Now such a story I never heard!
There was a little shivering bird,
A sparrow, that in at the window flew,
Had crept into Piccola's tiny shoe.

"How good poor Piccola must have been!"
She cried, as happy as any queen,
While the starving sparrow she fed and warmed,
And danced with rapture, she was so charmed.

Children, this story I tell to you
Of Piccola sweet and her bird, is true.
In the far-off land of France, they say,
Still do they live to this very day.

What can you tell about St. Nicholas?

What is the meaning of the line:—*Could hardly drive the wolf from the door?*

Tell how Piccola got a Christmas present.

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LESSON LV.

sīgh′ing	yĕl′lōw	drēamĕd
rŭs′tlĕd	cŏl′orş	be cŏm′ing
nĕst′ling	gōld′ĕn	strīpĕd
mĕl′lōw	hŏl′ĭ dāy	grew (groo)

The Leaf.

1. Once upon a time, a little leaf was heard to sigh, as leaves often do when a gentle wind is about; and the twig said, "What is the matter, little leaf?"

"The wind," said the leaf, "has just told me that some day it would pull me off, and throw me down to the ground to die."

2. The twig told it to the branch on which it grew, and the branch told it to the tree. When the tree heard it, it rustled all over, and sent back word to the leaf: "Do not be afraid; hold on tightly, and you shall not go till you wish."

3. So the leaf stopped sighing, and went on nestling and singing; and it grew all summer long till October. When the mellow days of autumn were

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come, the little leaf saw the leaves around becoming very beautiful. Some were scarlet, some yellow, and some were striped with both colors. Then it asked the tree what this meant; and the tree said, "All these leaves are getting ready to fly away, and they have put on these beautiful colors because of joy."

4. Then the little leaf began to wish to go, and it grew very beautiful in thinking of it. When it was very gay in colors, it saw that the branches of the tree had no color in them. So the leaf said, "O branches, why are you lead-colored and we golden?"

5. "We must keep on our workday clothes," said the branches; "for our work is not done yet; but your clothes are for a holiday, because your task is over."

6. Just then a little puff of wind came, and the leaf let go without thinking of it. The wind took it up, turned it over and over, then whirled it like a spark of fire in the air, and let it fall gently down among hundreds of other

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leaves. There it fell into a dream and never waked up to tell what it dreamed about.

Copy, and put in the right words :—

(*Select from these,*—were, are, will be, have been.)

The leaves —— beautiful now.
They —— beautiful last autumn.
They —— beautiful next year.
They —— beautiful for the last three autumns.

What does *lead-colored* mean? What, *holiday?* What, *rustled?*

Write three sentences, each containing one of these words:—*yellow, scarlet, golden.*

LESSON LVI.

īce′bĕrgş	stänch	fiērce
fă̤th′ȯmş	wa̤l′rus	ex trēme′
tĕr rĭf′ic	voy′a̤ge	sŭf′fer ing
ĕ̤eh′ōeş	plĕn′tĭ fṳl	lōne′ly

The Frozen North.

1. Up! up! let us a voyage take;
Why sit we here at ease?
Find us a vessel stanch and strong,
Bound for the Northern Seas.

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2. I long to see the icebergs vast,
With heads all crowned with snow,
Whose green roots sleep in the awful deep,
Two hundred fathoms low.

3. I long to hear the thundering crash
Of their terrific fall;
While echoes from a thousand cliffs,
Like lonely voices call.

4. There shall we see the fierce white bear;
The sleepy seals, aground;
The spouting whales, that to and fro
Sail with a dreary sound.

5. Away up in the far North lies one of the cold regions of the earth, where the sun for months is never seen, and where frost and snow and ice are found all the year. It is called the Frozen Zone of the North.

6. In this region, even in summer, vast packs, or fields of ice, often hundreds of miles in extent, and mountains of ice, too, hundreds of feet high, may be seen

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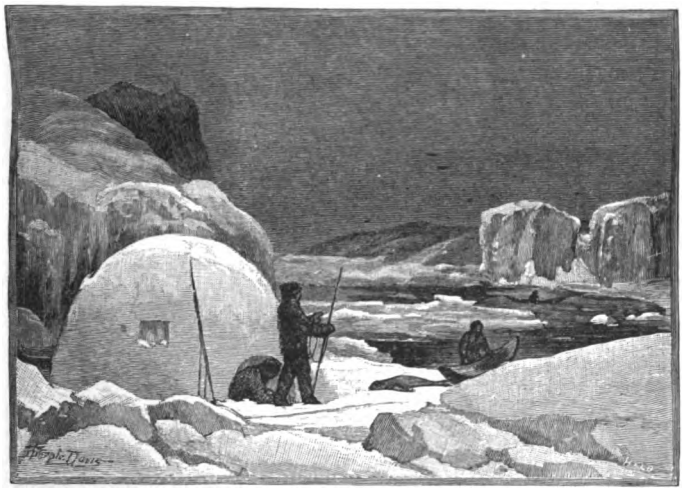
drifting about. These huge masses are called icebergs,—a word which means "ice mountains."

7. The Northern Seas are the home of the whale, the walrus, the seal, and other animals fitted to live amid the intense cold. The spouting whale sports



in the icy waters; and the seal and the long-tusked walrus may be seen lying on the ice or swimming about in the sea.

8. Here, too, is the home of the fierce polar bear, that roams about on land

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or ice in search of food. The shaggy coat of the bear, the fat of the whale, and the thick skin of the walrus, protect these creatures from the extreme cold.

9. Few people are found in these regions. But where any do live, they have to protect themselves from the cold by dressing in thick furs and skins. Their food is the flesh of the seal, the walrus, and such other oily substances as they can find.

10. No trees grow in the frozen North, with which to build huts or houses. The cold is too intense for trees to live. The natives build houses of snow. Blocks of it are cut, and piled up, till they form a hut with a rounded roof. In such snow huts the Esquimaux make their winter home.

11. Inside the huts are seats covered with skins. If you were to peep under the skins, you would see that even the seats are of snow. A piece of clear ice is used, instead of glass, for a window; and at night a lamp with oil from the whale or the seal gives light.

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12. A tribe of these poor people will build their huts in the same place, and thus form a snow village. Twenty or thirty huts may sometimes be seen together. Generally the life of the natives is one of suffering and want; but when food and clothing are plentiful, all for a time is joy and pleasure.

13. Even the children then have their games amid the snow and ice. A party of them clothed in thick furs and skins may be seen playing at ball with bats as other children do.

14. The ball is a lump of ice, and the clubs used to strike it are bones of the whale and the walrus. The players are as merry and happy in their game as if they were playing in green fields and under sunny skies.

fathom, a measure of six feet.
terrific, causing great fear, or dread.
cliff, a high steep rock or iceberg.
dreary, gloomy; sad.

Tell the names of some of the animals in the Northern Seas.

Tell something about the people who live in these cold regions.

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LESSON LVII.

chĕs′nut	ĕar′nest	dis mĭss′
im pā′tient	re cīt′ed	rough (rŭf)
hăn′dker chief	ap pēar′ed	knŏcked
pôr′cu pīne	whĭs′per	lĭs′ten

Pronounce *chestnut,* chĕs′ nut; *handkerchief,* hăng′ kĕr chĭf; *impatient,* im pā′shent.

The Chestnut Bur.

PART I.

1. One pleasant morning, in the fall of the year, as the master was walking along toward the schoolhouse, he saw three or four boys under a large tree gathering chestnuts.

2. One of the boys was sitting upon the ground trying to open some chestnut burs, which he had knocked off the tree. The burs were green, and he was trying to open them by pounding them with a stone.

3. He was a very impatient boy, and was scolding, in a loud, angry tone, about the prickly burs. He did not see, he said, what in the world chestnuts were made to grow so for. They ought to grow right out in the open air, like

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apples and pears, and not have such vile porcupine skins on them—just to plague the boys.

4. So saying, he struck with all his might a fine large bur, crushed it in pieces, and then jumped up, at the same time using angry and wicked words. As soon as he turned round, he saw the master standing near him. He felt very much ashamed and hung down his head.

5. "Roger," said the master (for that was the boy's name), "can you get me a chestnut bur?"

Roger looked up for a moment, to see if the master was in earnest, and then began to look around for a bur.

6. A boy, who was standing near the tree, with a black shiny cap full of burs, in his hand, held out one of them. Roger took it and handed it to the master, who quietly rolled it up in his handkerchief and walked away.

7. As soon as he was gone, the boy with the black cap said to Roger, "I expected the master would give you a good scolding for talking so."

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8. "The master never scolds," said another boy, who was sitting on a log near by; "but you see if he does not remember it." Roger looked as if he did not know what to think about it.

"I wish," said he, "I knew what he is going to do with that bur."

9. That afternoon, when the lessons had all been recited, and it was about time to dismiss the school, the master said, "Boys, you may put away your books; we will not study any more to-day."

10. After the scholars had become quiet, the master opened his desk, and took out his handkerchief. Unfolding this, the chestnut bur appeared.

11. "Boys," said he, "do you know what this is?"

One of the boys in the back seat, said, in a half whisper, "It's nothing but a chestnut bur."

12. "Lucy," said the master, to a bright-eyed little girl, near him, "what is this?"

"It is a chestnut bur, sir," said she.

"Do you know what it is for?"

"I suppose there are chestnuts in it."

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13. "But what is this rough, prickly covering for?" Lucy did not know.

"Does anybody here know?" said the master.

One of the boys said he supposed it was to hold the chestnuts together, and keep them on the tree.

14. "But I heard a boy say," replied the master, "that they ought not to be made to grow so. The nut itself, he thought, ought to hang alone on the branches, without any prickly covering —just as apples do."

15. "But the nuts themselves have no stems to be fastened by," answered the same boy.

"That is true; but I suppose this boy thought that God could have made them grow with stems, and that this would have been better than to have them in burs."

16. After a little pause the master said he would explain to them what the chestnut bur was for, and wished them all to listen attentively.

Copy four questions which the master asked.

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LESSON LVIII.

grăd′ū al ly ĭn′jūre ac quīre′
heş′ĭ tāt ed sĕv′er al a gree′a ble
neç′es sa ry pŭn′ishẹd blăck′bĕr rĭeş
con tĭn′ūẹd flā′vor pre şĕrvẹd′

The Chestnut Bur.

PART II.

1. "How much of the chestnut is good to eat, William?" asked the master, looking at a boy before him.

"Only the meat, sir."

"How long does it take the meat to grow?"

"I suppose all summer."

2. "Yes; it begins early in the summer, and gradually swells and grows until it has become of full size; and it ripens in the fall. Now suppose a tree were out here near the schoolhouse, and the chestnut meats should grow upon it without any shell or covering; suppose, too, that they should taste like good ripe chestnuts at first, when they were very small;—do you think they would be safe?"

3. William said, "No, sir; the boys

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would pick and eat them before they had time to grow."

"Well, what harm would there be in that? Would it not be as well to have the chestnuts early in the summer, as to have them in the fall?"

4. William hesitated. Another boy, who sat next to him, said, "There would not be so much meat in the chestnuts, if they were eaten before they had time to grow."

5. "Right," said the master; "but would not the boys know this, and so all agree to let the little chestnuts stay, and not eat them while they were small?"

6. William said he thought they would not. If the chestnuts were good, he was afraid the boys would pick them off and eat them at any time.

All the rest of the boys thought so, too.

7. "Here, then," said the master, "is one reason for having prickles around the chestnuts when they are small. But then it is not necessary to have all chestnuts guarded from boys in this

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way; a great many of the trees are in the woods, and the boys do not see them. What good do the burs do in these trees?"

8. The boys hesitated. Presently one of the boys who were under the tree with Roger, said, "I should think they would keep the squirrels from eating them.

"And besides," continued he, after thinking a moment, "I should suppose, if the meat of the chestnut had no covering, the rain might wet it and make it rot, or the sun might dry and wither it."

9. "Yes," said the master, "these are very good reasons why the nut should be carefully guarded. First, the meats are packed away in firm, tight shells, which the water can not get through. This keeps them dry, and away from dust, and other things which might injure them. Then several nuts, thus protected, grow closely together inside this green prickly covering, which guards them from the squirrels and the boys. When the chestnut gets its

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full growth and is ripe, this covering, you know, splits open, and the nuts drop out."

10. All the boys were then satisfied that it was better that chestnuts should grow in burs.

"But why," asked one of the boys, "do not apples grow so?"

11. "Can anybody answer that question?" asked the master.

One of the older boys said, that apples had a smooth, tight skin, which kept out the wet; but he did not see how they were guarded from animals.

12. The master said it was by their taste. "They are hard and sour before they are full-grown, and so the taste is not pleasant, and nobody wants to eat them—except sometimes a few foolish boys, and these are punished by being made sick. When the apples are full-grown they change their taste, acquire an agreeable flavor, and become mellow: then they are good to eat. Can you tell me of any other fruits which are preserved in this way?"

13. One boy answered, "Strawberries

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and blackberries;" and another said, "Peaches and pears."

Another boy asked why the peach-stone was not outside the peach, so as to keep the peach from being eaten. But the master said he would explain this another time. Then he dismissed the scholars, after asking Roger to wait until the rest had gone, as he wished to see him alone.

Tell two or more reasons why chestnuts should be protected by burs.

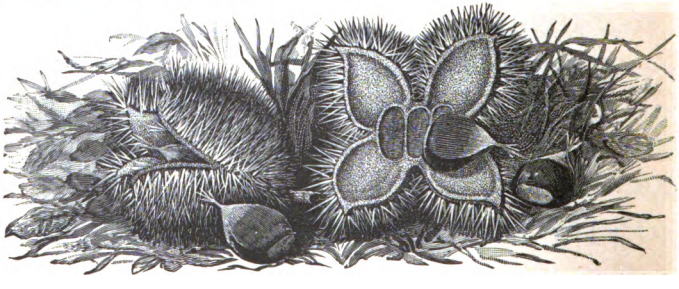
Why are the meats packed away in tight shells?

Copy, and put other words in place of those in italics:—

When apples are ripe they have *got a pleasant flavor* and are good to eat.

Other fruits are *kept safe* in this way.

Is it necessary to have all chestnuts *protected* from boys by burs?



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LESSON LIX.

nā′ tūre	ġī′ ant	měaş′ ūre
chānġe′ fụl	fū′ tūre	ẉrôuġḥt
chĕr′ ish	päth′ wāy	be ġĭn′ ningş
hăp′ ly	hūġe	ĕf′ fôrts
ā′ cȯrn	ăc′ tionş	sĭm′ ple

Pronounce ***actions,*** ăk′shunz; ***wrought,*** rawt; ***'Neath*** (nēth) means ***beneath.***

The Oak Tree.

1.

Long ago in changeful autumn,
When the leaves were turning brown,
From the tall oak's topmost branches
Fell a little acorn down.

2.

And it tumbled by the pathway,
And a chance foot trod it deep
In the ground, where all the winter,
In its shell it lay asleep,

3.

With the white snow lying over,
And the frost to hold it fast;
Till there came the mild spring weather,
When it burst its shell at last.

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4.

Many years kind Nature nursed it,
Summers hot and winters long;
Down the sun looked bright upon it,
While it grew up tall and strong.

5.

Now it stands up like a giant,
Casting shadows broad and high,
With huge trunk and leafy branches,
Spreading up into the sky.

6.

Child, when haply you are resting,
'Neath the great oak's monster shade,
Think how little was the acorn
Whence that mighty tree was made;

7.

Think how simple things and lowly
Have a part in Nature's plan;
How the great has small beginnings,
And the child becomes a man.

8.

Little efforts work great actions;
Lessons in our childhood taught,
Mold the spirit to the temper,
Whereby noblest deeds are wrought.

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9.

Cherish then the gifts of childhood,
Use them gently, guard them well;
For their future growth and greatness,
Who can measure, who can tell?

Write the first stanza in the form of prose, beginning with *A little acorn* (did what? from what? when?).

LESSON LX.

fâir′y	beaū′tĭ fȳ	dwạrfs
grăn′ĭte	ē lec trĭç′ĭ ty	căr′rĭẹd
pō′nĭeş	ĕd ū cā′tion	mĕs′sa ġeş

Some Good Giants.

1. It was a lovely morning when Daisy awoke, and the ponies were standing at the door. "Are we going far?" she asked, as Aunt Wee helped her put on her riding skirt, and tied back her hair.

2. "Up to the mountain top. It is only a mile, and we shall have time, if we ride fast," answered Aunt Wee.

3. Away they went, through the green lane, over the bridge, and up the steep

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hillside where the sheep fed and colts frisked as they passed by.

4. Higher and higher climbed the ponies, Dandy and Prance; and gayer and gayer grew Daisy and Aunt Wee, as the fresh air blew over them, and the purple light of morning glowed on their faces. When they reached the top, they sat on a rock, and looked down into the valley on either side.

5. "This seems like a place to find giants, it is so high, and big, and splendid up here," said Daisy, as her eye roamed over river, forest, town, and hill.

6. "There are giants here; and I brought you up to see them," answered Aunt Wee.

"Oh! where are they?" cried Daisy, looking very curious and rather frightened.

7. "There is one of them," and Aunt Wee pointed to the waterfall that went dashing and foaming down into the valley. "That giant turns the wheels of all the mills you see. He grinds grain for our bread, helps spin cloth

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for our clothes, makes paper, and saws trees into boards. Running Water is a beautiful and busy giant, Daisy."

8. "So he is, aunty, and some day I should like to go and see him work.

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I like your giants almost as well as those in the fairy books."

9. "On this side you'll see another, called Steam. He is a very strong fellow; for he can carry away that granite mountain, when the giant, Gunpowder, has torn it in pieces. He works in the other mills, and takes heavy loads of stone, cloth, paper, and coal all over the country.

10. "Then, on the right of us is a third giant, called Electricity. He runs along those wires, and carries messages from one end of the world to the other. He goes under the sea and through the air; he brings news to every one; runs day and night, yet never tires."

11. "I like him best, I think," said Daisy; "for he is more like a real, wonderful giant. Is there any on that side of us?" she asked, turning round to look behind her.

12. "Yes; the best and most powerful of all, lives in that big house with the bell on the roof," said Aunt Wee, smiling.

"Why, that's only the schoolhouse!" Daisy exclaimed.

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13. "Yes; but in every schoolhouse, great or small, is a wonderful giant. We call him Education; and, as you grow older, you will see more and more what he can do.

14. "He is a noble giant. In this country he works for rich and poor alike; and no one need suffer who will ask him for help.

15. "He works more wonders than any other giant. He changes little children into wise, good men and women, who rule the world, and make happy homes everywhere; he helps write books, sing songs, paint pictures, do good deeds, and beautify the world. Love and respect him, my little Daisy, and be glad that you live now when such giants lend a hand to dwarfs like us."

16. Daisy sat still a long time, looking all about her from the mountain top; and when she rode away, she carried a new thought in her mind, which she never forgot.

What is the meaning of *giant?*

Write sentences telling something that each giant does.

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LESSON LXI.

piēce	păs′ saġe	de cāy′ing
rĭggĕd	păs′ sen ġer	căp′ taĭn
in crēasĕd′	prĕ′ cioŭs	cär′ go

Pronounce *precious,* prĕsh′ us; *rigged,* rĭgd.

Only a Little Thing!

1. Two men were at work in a ship-yard, hewing a stick of timber to put into the side of a ship. It was a short stick, and not worth much.

2. As they cut off the chips, they found a worm in the wood,—a small worm, not half an inch long.

"This piece of wood is not sound; it has a worm in it," said one. "Shall we use it?"

"Yes, I think it may go in," said the other; "it will never be seen."

3. "But there may be more worms in it, and if so they will increase, and by and by all the timbers will be worm-eaten."

"No, I think not. It is true the piece is not worth much, but I do not wish to lose it. Put it in, it's good enough;

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we have seen but one worm. We won't throw it away for that."

4. And so the stick was put in. When the ship, fully rigged, was first seen, moving gracefully upon the waves, it was a fine sight; and people were glad to take passage in her.

5. She went to sea, and for a few years seemed stanch and strong; but at length, when on a long voyage, it was found that she grew weak. Her timbers were decaying; they were much eaten by worms, and some of the planks were full of holes.

6. The captain, however, thought he could sail her home. He had rich goods in the ship, and many passengers. A storm came on, and for a time the ship bore it well; but as the gale increased and the waves dashed against her sides, one of the worm-eaten planks gave way, and she sprung a leak.

7. The ship had two pumps, and the crew worked at them day and night; but the water came in so fast they could not pump it out. This went on for a day or two, till at last the ship

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filled and sunk. Many precious lives were lost with all her cargo.

How much harm a man may do by one wicked, selfish act!

How was the workman selfish?

Tell the meaning of:—*crew; cargo; decaying; she sprung a leak; fully rigged.*

Write the story briefly from these heads:—

A worm in a stick of timber. What was done with the stick. How the ship looked. What was found on a long voyage. The storm. What caused the ship to sink.

LESSON LXII.

bēadş	cēil′ing	dĕl′ĭ cate
ĭn′ter est ing	mўr′ĭ adş	co cōōnş′
ad mīr′ing ly	veil (vāl)	wạn′derẹd
mŭl′bĕr ry	dōor′ḳnobş	cûr′taĭnş

The Silkworms.

1. Do you ever think, when your pretty sashes and ribbons are tied on, and you look at them admiringly, that the glossy, beautiful silk is made by a worm? Some of you may have seen

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silkworms, but many do not know what an interesting story their short life makes.

2. Last winter there was sent me a tiny package of what looked like little gray seeds, but they were really little eggs. I had to keep them very cold until the mulberry leaves were well grown. Then I put them in a warm place. In a day or two, myriads of tiny little creatures came crawling out from the seeds, or eggs.

3. At once they began to eat the leaves of the mulberry. Day after day they ate and grew, until they were as large as my little finger, and longer. They ate so much that we were all kept busy feeding them. They would seize a leaf, and, in a few minutes, leave nothing but the veins.

4. But one morning they did not seem so hungry. They wandered about, and climbed up the bundles of straw I had set for them. In a little while many of them began to spin the most beautiful silken threads, very much as a spider does. Back and forth, over and

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over, in loops like a figure 8 went their active little heads.

5. By and by each one could be seen inside a beautiful silken veil, or shell about the size of a large peanut. The worm continued to spin until the veil was too thick for us to see through; but we could hear his little "click, click, click," as he worked.

6. The worms must be killed while in the case. If they are allowed to live they will eat through the delicate threads and spoil them. We did not kill them all, however.

7. I wish you could have seen the room when we gathered the cocoons, as the peanut-shaped homes of the silk-worm are called. All along the ceiling, behind the window curtains, on the picture cords, under the broom, around the doorknobs,—cocoons, cocoons, everywhere cocoons. Countless numbers were hung, like pretty bird's-eggs, in the bundles of straw. From these, after about two weeks, came beautiful white moths, not at all like the ugly-looking worms.

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8. From those cocoons in which we killed the worms, we reeled delicate threads from which we made silk. Is it not indeed a curious story?

wandered about, went here and there.
myriads, thousands and thousands.
ceiling, the part of the room overhead.
delicate, fine and soft.

What kind of cloth is silk?
What is it used for?
From what country comes most of the silk we use?

LESSON LXIII.

im ăġ′ĭne	glâre	cĕl′e brate
pĭt′e oŭs	băl′ance	trī′umph
grĭnn̆ed	de fī′ance	mĭs′chĭef

The Cat and the Blackbird.

1. "I can tell you a story about a blackbird," said Aunt Lucy, "and a very amusing one, too. Lotty will like it because it is also about a cat, only she was not a very good cat, so perhaps Lotty will not like it after all."

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2. "My cat is a very good cat," said Lotty, gravely; "but I know there must be bad cats in the world, so I shan't mind."

3. "Very well, then," replied Aunt Lucy. "This was one of the bad cats, and I will tell you what she did. She climbed up on the top of a narrow fence to get at a blackbird's nest, full of helpless little birds.

4. "Just imagine the fright of the whole family! One moment safe and comfortable, the next, feeling, I suppose, as we should, if a hungry lion should come and glare at us through the window, while we were sitting cozily around the fire.

5. "The poor mother bird darted from the nest almost within reach of the cat, uttering piteous screams, which only the heart of a cat could be hard enough to resist, as if to beg her to go away and leave the nestlings unharmed."

6. "You mean the heart of a bad cat?" said Lotty.

"Yes, Lotty, certainly; only the heart of a bad cat could resist the cries of that

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mother bird. But I am sorry to say, that this bad cat only grinned and sneered at her.

7. "Then out dashed the father bird, uttering sounds of rage and defiance, flying round and round the cat, and even lighting just before her on the fence. The cat could not spring at him, the fence was so narrow. Had

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she tried to do so she would have lost her balance and tumbled over.

8. "At last, the brave little bird settled himself plump down upon the cat's head, and pecked away at it with his beak. The cat must have been as much astonished as she was frightened, and as much hurt as she was frightened and astonished.

9. "She could not see him, for he was behind her; but she felt him, and that pretty sharply, too. She struggled, and tried to fight, but she had nothing to fight with; for the blackbird kept himself fixed on her head. In her struggles she rolled over and fell to the ground. The blackbird followed her and kept on pecking, till she was glad to get up and run away."

10. "And then what did the blackbird do?" said Lotty.

"He perched upon a branch, and broke into a loud song to celebrate his triumph. After that, he and his mate flew back to their nest.

11. "Now, would you believe it! the very next day, that bad cat came sneak-

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ing and creeping, back to the top of the fence, and crouched herself, ready to make a spring at the nest.

12. "But she was to get no dinner there. The blackbird was on the watch. Out he flew, dashed at once on her back, and then pecked and flapped, flapped and pecked, till the cat again rolled over to the ground, and ran away."

13. "And did the cat give it up, and become reformed?" asked Jack. "A reformed cat would be a funny sight."

14. "I don't know about reform," replied Aunt Lucy. "But the blackbird gave her no chance to do mischief. He actually took to hunting her about the garden. Whether she was reformed or not, she was subdued, and never dared to go near the nest again. After a while the blackbird let the cat alone and took no further notice of her."

gravely, soberly.
cozily, snugly.
nestlings, little birds in the nest.
directly, straight.
astonished, filled with sudden fear and wonder.
reformed, changed from bad to good.
subdued, conquered.

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LESSON LXIV.

an noy′ vĭr′tūe chăr′ĭ ty wo͝und

Unkindness.

1.

Oh never let us lightly fling
A barb of woe to wound another!
Oh never let us haste to bring
The cup of sorrow to a brother!

2.

Each has the power to wound; but he
Who wounds that he may witness pain,
Has spurned the law of charity,
Which ne'er inflicts a pang in vain.

3.

Good is it to awaken joy,
Or sorrow's influence to subdue;
But not to wound, or to annoy,
Is part of virtue's lesson, too.

4.

Peace, that is born in worlds above,
Shall lend her dawn to brighten this;
Then all man's labor shall be love,
And all his aim his brother's bliss.

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We can say, "The mother of the boy," or "The boy's mother;" "The heat of the sun," or "The sun's heat."

Write the following phrases in a different way:—

The influence of sorrow. The lesson of virtue. The labor of man. The bliss of his brother.

LESSON LXV.

re cēivḛd′	bŏt′tŏm	rụ′inḛd
ē′vĭl	mō′tion less	ēa′gẽr ly
cŏm′pa ny	sur prīṣe′	lĕc′tūre
läunch	scoun′drel	de ṣẽrve′

Hot Coals.

PART I.

1. Ned Barton received, on his birthday, a present of a beautiful boat from his cousin Herbert. It was rigged with masts and sails, and all ready to go to sea. He stowed it away in a little cave, which he called his boathouse, on the bank of a pond of clear water not far from his home.

2. Captain Ned and a company of his schoolmates were to meet and launch the boat at three o'clock on Saturday

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afternoon. Early in the morning of that day, Ned ran down to the cave, to look at his boat.

3. As he drew near, he saw signs of mischief, and he felt uneasy. The big stone before the cave had been rolled away. The moment he looked within, he burst into a loud cry.

4. There was the beautiful boat, which his cousin had given him, with its masts all broken to pieces, and a large hole bored in the bottom!

5. Ned stood for a moment motionless with grief and surprise; then, with his face all red with anger, he exclaimed: "I know who did it,—the mean scoundrel! It was Fritz Brown, because I didn't ask him to come to the launch; but I'll pay him for doing this, see if I don't."

6. He quickly pushed back the ruined boat into the cave, and ran some way down the footpath. At a place where the grass was tall he fastened a string across the path, a few inches from the ground, and then hid himself behind some bushes.

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7. Presently a step was heard, and Ned eagerly peeped out. He expected to see Fritz coming along, but instead of that it was his cousin Herbert. So he unfastened the string, and told Herbert all that had happened. He finished by saying, "But never mind, I mean to make him smart for it."

8. "Well, what do you mean to do?" asked Herbert.

"Why, you see, Fritz carries a basket of eggs to market every morning, and I mean to trip him over this string, and make him smash them."

9. Ned knew that this was not a right feeling, and expected to get a sharp lecture from his cousin. But to his surprise, Herbert only said, in a quiet way:

"Well, I think Fritz does deserve some punishment, but this string is an old trick; I can tell you something better than that."

10. "What?" cried Ned, eagerly.

"How would you like to put a few coals of fire on his head?"

"What! burn him?" asked Ned. His cousin nodded his head.

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11. With a queer smile, Ned clapped his hands. "Good!" said he; "that's the thing, Cousin Herbert. You see his hair is so thick that he wouldn't get burnt much before he'd have time to shake the coals off; but I should just like to see him jump once. Now, tell me how to do it; quick!"

12. "'If thine enemy hunger, feed him; if he thirst, give him drink; for in so doing, thou shalt heap coals of fire on his head. Be not overcome of evil, but overcome evil with good.' There," said Herbert, "I think that's the best kind of punishment that Fritz could have."

What made Ned so angry?

Why did he think Fritz Brown had done the mischief?

What plan did he form to punish him?

What did Herbert advise him to do?

How did Ned understand it?

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LESSON LXVI.

rŭb′bish	col lĕct′	slī′ly
sŭl′len ly	com păr′ĭ sṇ	măl′ĭce
lī′bra ry	prŏm′ĭsẹd	re pâirẹd′
whĭs′tling	ĕf′fôrt	hŭr′rĭẹd

Hot Coals.

PART II.

1. You should have seen how long Ned's face grew while Herbert was speaking. "Now I do say, Cousin Herbert," cried Ned, "that is a real take in. Why, it's no punishment at all."

2. "Try it once," said Herbert. "Treat Fritz kindly, and I am certain that he will feel so unhappy and ashamed that kicking or beating him would be like fun in comparison."

3. Ned was not a bad boy, but he was now in a very ill-temper, and he said sullenly: "But you've told me a story, Cousin Herbert. You said this kind of coals would burn, and they don't at all."

4. "You're mistaken about that," said Herbert. "I've known such coals to burn up malice, envy, ill-feeling, and

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a great deal of rubbish, and then leave some cold hearts feeling as warm and pleasant as possible."

5. Ned drew a long sigh. "Well, tell me a good coal to put on Fritz's head, and I'll see about it."

6. "You know," said Herbert, "that Fritz is very poor, and can seldom buy himself a book, although he is very fond of reading, and you have quite a library. Now, suppose,—but no, I won't suppose anything about it. Just think over the matter, and find your own coal. But be sure to kindle it with love, for no other fire burns like that." Then Herbert sprang over the fence and went away, whistling.

7. Before Ned had time to collect his thoughts, he saw Fritz coming down the lane carrying a basket of eggs in one hand and a pail of milk in the other. For a moment, the thought crossed Ned's mind, "What a grand smash it would have been, if Fritz had fallen over the string!" but he drove it away in an instant, and was glad he had put the string into his pocket.

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8. Fritz started and looked very uncomfortable when he first caught sight of Ned. But the good fellow began at once with, "Fritz, do you have much time to read now?"

9. "Sometimes," said Fritz, "when I have driven the cows home and done all my work, I have a little piece of daylight left; but the trouble is I've read every book I can get hold of."

10. "How would you like to take my new book of travels?"

Fritz's eyes fairly danced. "O, may I? May I? I'd be so careful of it."

11. "Yes," answered Ned; "and perhaps I have some others you would like to read. And, Fritz," he added, a little slily, "I would ask you to come and help sail my new boat this afternoon, but some one has broken the masts, and torn the sails, and made a great hole in the bottom. Who do you suppose did it?"

12. Fritz's head dropped on his breast, but after a moment he looked up with a great effort and said, "O, Ned! I did it; but I can't begin to tell you

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how sorry I am. You didn't know I was so mean when you promised me the books, did you?"

13. "Well, I rather thought you did it," said Ned, slowly.

"And yet you didn't ——" Fritz could get no farther. He felt as if he should choke. His face was as red as a live coal. He could stand it no longer, so off he walked without saying another word.

14. "That coal does burn," said Ned to himself. "I know Fritz would rather I had smashed every egg in his basket than offer to lend him that book."

15. When the captain and crew of the little vessel met at the appointed hour, they found Fritz there before them, eagerly trying to repair the injuries. As soon as he saw Ned he hurried to present him with a beautiful flag, which he had bought for the boat with a part of his egg money.

16. The boat was repaired and launched, and made a grand trip, and everything turned out as Cousin Herbert had said, for Ned's heart was so warm and full

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of kind thoughts, that he was never happier in his life.

What did Herbert mean when he advised Ned to put coals of fire on Fritz's head?

What did Ned say when he found out Herbert's meaning?

Tell how Ned heaped coals on Fritz's head.

Tell the meaning of:—*malice; envy; repaired.*

LESSON LXVII.

cō′ coa nut	pälm	vĕg′ e ta ble
Cey lŏn′	ôr′ chard	oc cā′ şiŏns
hȳ ē′ nas	căb′ bage	măn′ age
īs′ land	ĕx′ cel lent	flour′ ish
strāight	är′ tĭ cles	mŏn′ keys

The Cocoanut Tree.

1. "See what Captain Hinckly sent me," said Charles, holding up a large cocoanut. "He brought it from Ceylon, away off in the Indian Ocean."

2. "That is a fine nut, indeed," said his father; "and it was very kind in the Captain to remember you."

"No such nuts grow in our country, do they, father?" asked Charles.

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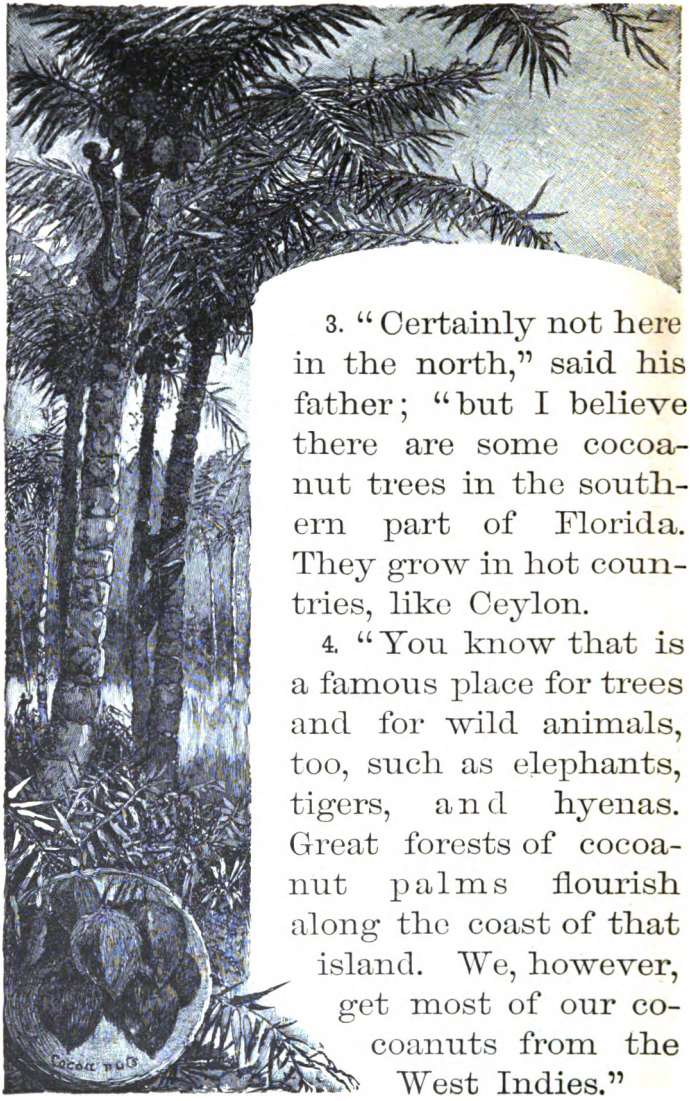

3. "Certainly not here in the north," said his father; "but I believe there are some cocoanut trees in the southern part of Florida. They grow in hot countries, like Ceylon.

4. "You know that is a famous place for trees and for wild animals, too, such as elephants, tigers, and hyenas. Great forests of cocoanut palms flourish along the coast of that island. We, however, get most of our cocoanuts from the West Indies."

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5. "I wonder what the people where they grow do with so many. They must get tired of eating them."

"They would be very badly off without this tree," said his father. "It is the Tree of Life to them."

6. "Please tell us something about it," said Mabel.

"It is a kind of palm, and grows sometimes to be a hundred feet high, straight up, without a branch. At the top are the leaves, fifteen or twenty feet long. The big nuts grow in clusters under them."

7. "How many nuts will a tree bear?" asked Charles.

"Each tree yields from fifty to a hundred nuts every year. The poor folks in the islands of the Southern Pacific find them very good food. They are eaten before the meat becomes hard, while it is a kind of thick cream."

8. "There is something like water or milk in this one," said Charles, shaking the nut.

"Yes, it is called the milk. It makes a pleasant drink when it is fresh."

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9. "What other uses has the palm, papa?" said Mabel.

"The top of the tree forms a kind of cabbage, and is an excellent vegetable for the table. But as cutting this off kills the tree, it is eaten only on great occasions.

10. "The leaves, when green, serve to feed elephants; when dry, to thatch huts and to close up the sides. From different parts of the leaf and its stem, the natives make hats and some other articles of clothing. Platters to eat from, and baskets, are also woven out of the leaves."

11. "And they make bowls and cups out of the hard shells, don't they?" said Charles. "I mean to get Uncle Frank to saw off the end of this one so that I can make a cocoanut bowl."

12. "Yes, the islanders use the shells for bowls and drinking cups, and they twist fishing lines and strong ropes, out of the fiber which incloses the shell. Mats and brooms and brushes are also made from it. The dry husks, they use to kindle fires.

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13. "From the nut they get oil, which they like to rub over their bodies. It makes them better able to bear the heat. A great deal of this oil is sent away to other countries.

14. "The big trunk of the palm is useful in many ways. It is sometimes made into boats, and the stems of the long leaves are used as paddles.

15. "So you see the cocoanut tree furnishes the Indians with food, drink, houses, furniture, clothing, boats, and many other things."

16. "What a wonderful tree!" said Mabel. "I should think the poor Indians would be proud of their cocoanut palm. Do they plant the trees and have orchards of them?"

17. "Yes, they do sometimes plant the ripe nuts and set out orchards or groves. The young tree grows rapidly. In five or six years it will begin to bear, and for seventy or eighty years longer it will yield fruit."

18. "But, father, how do they gather the nuts? I don't see how they manage to climb up such a tall, straight tree.

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They must have very long ladders to reach up a hundred feet. Do they get the monkeys to climb up and throw down the nuts?"

19. "O no! The natives do that themselves. They are very nimble, and can scramble up the rough bark much like a cat or a monkey. But I am sure we have chatted long enough for this time. So run away now and get Uncle Frank to help you open your fine nut."

flourish, grow rapidly; thrive.

cluster, a number of things of the same kind growing in a bunch.

excellent, very good or useful.

yield, produce; bear.

incloses, shuts in; confines on all sides.

Write five sentences, and in each use one of the words explained above (flourish, cluster, etc.).

Write about the cocoanut tree:—

Where found. Kind of tree. Height. How many nuts on a tree. Some of the uses of the parts of the tree.

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LESSON LXVIII.

spoil'ed	băn'ished	wrĭng
gạu'zy	rĕn'dered	shĭv'er
trĕad	hĕalth'y	glăd'sŏme
ôr'dered	wĕalth'y	greet'ing

Winter.

1.

Old Winter came forth in his robe of white,
He sent the sweet flowers far out of sight,
He robbed the trees of their green leaves quite,
And froze the pond and the river;
He spoiled the butterfly's gauzy vest,
He ordered the bird not to build her nest,
He banished the frog to his four months' rest,
And made all the children shiver.

2.

Yet he did some good with his icy tread,
For he kept the plant roots warm in their bed;
He dried up the damp which the rain had spread,
And rendered the air more healthy;

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He taught the boys to slide; and he flung
Rich Christmas gifts to the old and the young;
And when cries for food from the poor were wrung,
He opened the purse of the wealthy.

3.

We like the spring, with its fine, fresh air;
We like the summer, with flowers so fair;
We like the fruits we in autumn share;
And we like, too, old Winter's greeting.

4.

His touch is cold, but his heart is warm;
So, though he may bring to us wind and storm,
We look with a smile on his well-known form,
And ours is a gladsome meeting.

Give the sense of the first three lines of the third stanza and use "We like" only once.

Write something about each one of the seasons: —(*spring, summer, autumn, winter*).

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LESSON LXIX.

mĕr′chant	păt͡ch′eṣ	tăt′tere͡d
ad vĕr′tiṣe͡ment	fo͝ot′ing	gär′ment
be liēve′	sŏr′ry	grōpe͡d
cûrb′stōne	plīg͡h͡t	con tĕmp͡t′

Pronounce ***contempt,*** kon tĕmt′.

Kindness.

1. In one of our large cities, many years ago, two boys, in answer to an advertisement, called upon a merchant to apply for a place in his store.

2. The older boy was well dressed, and had the appearance of never having worked for a living. The younger was the son of a poor widow, and although his clothes were clean, yet they showed some patches.

3. While they were talking with the merchant on the doorsteps of his house, a poorly clad little girl was crossing the street in front of the door. As she stepped upon the sidewalk, she missed her footing, and fell into a puddle of snow and water by the curbstone.

4. When she got upon her feet again,

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the dirty water was dripping from her tattered garments. She began to cry bitterly, and to look about for something she had lost.

5. The older boy laughed rudely at her sorry plight, but the younger ran to her side and said, in a pleasant tone, "Can I help you?"

"Oh dear! What shall I do?" she sobbed. "I had six cents in my hand, and have lost them in the water."

6. Turning up the sleeve of his coat, the boy groped about the bottom of the pool till he found five of them, but the other could not be found.

7. The girl again began to cry, and sobbed, "I can't get the bread, and we shall not have any supper."

"Here is a cent," said the boy, handing her one from his own pocket.

The girl dried her tears, and with a hearty "Thank you," went on her way.

8. The older boy, who had been looking on all this time, with an air of great contempt, said to the younger one, "I don't believe she had six cents. She has taken you in."

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9. "Taken in or not," said the merchant, "I think I will take him into my store, on trial."

This boy afterwards became a great merchant. Perhaps the chance to gain this good fortune was owing to the kindness he had shown that poor little girl.

groped, tried to find by feeling.
advertisement, notice in a newspaper.
sorry plight, pitiful state or condition.

Copy these sentences, putting other words in place of the words in italics:—

She was a poorly *clad* little girl.

The *foul* water was dripping from her *tattered garments.*

The girl *missed her footing,* and fell.

Explain these sentences:—

I will take him into my store, on trial.

The girl dried her tears.

Learn this verse by heart:—

O deem it not an idle thing,
A pleasant word to speak!
The face you wear, the thoughts you bring,
A heart may heal or break.

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LESSON LXX.

ŏf′fĭce	buṣi′ness	săl′a ry
ap point′ed	trĕaṣ′ūr er	rec om mĕnd′
stŭd′ĭ ẹd	re ṣīgnẹd′	rĕg′ū lar
făc′to ry	dĭ rĕc′torṣ	re quīrẹd′

Frank and Harry.

1. Frank and Harry were schoolmates. Both were good scholars, but there was this difference between them. Frank always tried to do a little more and a little better than was required of him, but Harry always stopped when he could do so, and not get a bad mark.

2. It so happened, after the boys had left school, that they got places in the same office.

3. After doing work as office boys, for a while, they began to help the book-keeper, as they had learned to write a good hand, and had studied book-keeping in school.

4. It was not long before each was able to keep a set of books. As they were in a great factory where much business was done, they were appointed

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regular book-keepers, and had the same salary as the other book-keeper whom they had assisted.

5. The company that they were with had a superintendent and a treasurer besides the book-keepers. Sometimes the superintendent was away on business for several days. At such times he would ask the book-keepers to attend to some of the business that belonged to him.

6. Frank always did it willingly, and was ready to help in any way he could; but Harry didn't like to do anything that was not his regular work.

7. The treasurer, too, found Frank so willing to make himself useful that he often got him to draw money from the bank and pay the workmen. Sometimes he would send him to the neighboring city to get a note discounted, or to collect a sum of money.

8. Harry used to tell Frank he wouldn't do so much work for which he was not paid. But Frank said he liked to do it, as he learned a great many things about the business.

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9. Things went on in this way for some time. Then the superintendent, being out of health, resigned, and the treasurer moved away.

10. When the directors came together, they were in doubt what to do. They asked the superintendent if he knew of any one he could recommend.

11. He answered at once, "Yes, Mr. Frank Jones. He has been with us for years, and I never asked him to do any thing he did not do cheerfully. He knows the business as well as I do, and is perfectly faithful." The treasurer, also, gave an account of what Frank had done to assist him.

12. The next day Frank received a letter, telling him that he had been elected superintendent and treasurer of the company, with a very large increase of salary.

Give meanings of:—*resigned; required; superintendent; to get a note discounted; salary.*

What was the difference between Frank and Harry at school?

How was the same difference shown in business?

How was Frank finally paid for all he had done?

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LESSON LXXI.

glâir	rĭdġ′eş	lāy′erş	ḫourş
yōlk	pōr′tiȯn	sĕp′a rāt ed	măg′gȯt
strēak	dọ̊ŭb′le	re mọ̣vẹ̊d′	de greeş′

Just Hatched.

1. What a wonder an egg really is! Any one who has removed a bit of egg-shell, before the chicken is hatched, has good reason to think so.

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2. If you open an egg, you will see, just under the shell, a clear fluid, which is called the glair, or white, surrounding a thicker yellow portion, which is the yolk. Both these are inclosed in a kind of skin, and the outer one, just inside the shell and holding the white, is double.

3. At the large end of the egg this skin is separated, so that a quantity of air is found between its two layers. The air is for the young chicken to breathe before it breaks the shell and comes out.

4. But where is the young chick? If you take a piece from the shell of a new-laid egg, and place the egg under water, you will see a little white speck upon the yolk or yellow part of the egg.

5. After a few hours' warmth, this speck will lengthen into a little whitish streak, larger at one end than the other. Then a little ridge comes on each side of the streak, and some hours later, a fine thread is seen to lie on the streak between the two ridges.

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6. This thread is the spinal cord of the growing chick; and gradually a number of tiny white squares come on each side of the thread. These are to form the backbone.

7. In about a day the white streak, with these plates and the thread, becomes curved into what looks something like a little maggot. On the second day a tiny heart appears within it; and on the second and third days blood-vessels come in sight, and the circulation of the blood can be seen.

8. So by degrees the head, the neck, the wings, the legs, grow; and well may he who has watched the egg, wonder; for he has seen God's work in making a living thing from this one tiny spot within the egg.

9. About the twelfth day the feathers begin to appear; and on the nineteenth the chick pecks round the large end of the shell till a piece breaks away. Then out it walks into a living world!

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MARKED LETTERS.

VOWELS.

ā, āpe; ē, ēve; ī, īce; ō, ōld; ū, ūse; o͞o, mo͞on; ȳ, flȳ.

ă, ăm; ĕ, ĕnd; ĭ, ĭn; ŏ, ŏn; ŭ, ŭp; o͝o, lo͝ok; y͝, baby͝.

ä as in ärm	ê (= â), thêre	ȯ (= ŭ), dȯne
ạ " ạll	ẽ (= û), hẽr	ô (= ạ), ôr
å " åsk	ĩ (= û), gĩrl	û as in fûr
â " câre	ọ (= o͞o), mọve	ụ (= o͞o), rụde
ạ (= ŏ), wạs	ọ (= o͝o), wọlf	ụ (= o͝o), fụll

CONSONANTS.

n̲, = ng,	as in iṇk	ç, = s,	as in çent
t̶h	" t̶hen	c̶, = k,	" c̶at
ġ, = j,	" caġe	c̶h, = k,	" sc̶hool
g̃	" g̃et	s̱, = z,	" is̱

* A line drawn across a letter, thus, c̶, indicates that the letter is silent.

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